DOCUMENT RESUME

ED 087 767 SP 007 752

TITLE Faculty Self-Study in the Elementary School. Working Papers. Revised Edition 1973.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
PUB DATE 73
NOTE 184p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Early Childhood Education; *Educational Improvement; *Elementary Education; Exceptional Child Education; Faculty Evaluation; *Guides; Pupil Personnel Services; School Administration; *Self Evaluation; Units of Study (Subject Fields)

ABSTRACT

This guide for the study of a school district by its faculty members and administrators, along with parents, begins with suggested procedures for initiating and conducting a self-study. The guide itself contains two major sections: comprehensive study areas and content study areas. Included in the comprehensive areas for study are administration and organization; early childhood education; education for exceptional children; library/media services; organizational, instructional, and special subject programs; pupil personnel services; school-community relations; school plant; and staff. Content study areas are the arts, communications, environmental education, health, mathematics, physical education and safety, practical arts, science, and social science. Each comprehensive study area is divided into various categories necessary for thorough examination. The content study areas are generally divided into the three categories of content, instruction, and equipment and materials. (DDO)

ED 087767

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Faculty Self-Study in the Elementary School

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SP 007 752

Pennsylvania Department of Education 1973

Working Papers

Faculty Self-Study in the Elementary School

Bureau of Planning and Evaluation
Pennsylvania Department of Education

First edition 1966
Reprinted 1970
Revised 1973

Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
John C. Pittenger, Secretary

Office of Basic Education
Donald M. Carroll Jr., Commissioner
Harry K. Gerlach, Deputy Commissioner

Bureau of Planning and Evaluation
Herbert J. Edwards, Acting Director

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

Steering Committee

Margaret M. Seylar, Chairman
Lehigh University

Terrance Anspach
Millville Area School District

Robert Barth
Central Bucks School District

Alice Bartz
Pa. Department of Education

Betty Erdos
Butler Area School District

Harry Gasser
Villanova University

John Lambert
East Stroudsburg Area School District

Sr. Colette Link
Lake Erie College

Joseph Plevyak
Governor Mifflin School District

Florence Shields
Rose Tree-Media School District

B. Wayne Walker
Slippery Rock State College

Leann Miller
Pa. Department of Education

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INTRODUCTION

A document such as this must necessarily be cognitive in nature because knowledge with understanding is still a primary reason for basic education. Attempts to "open" or humanize education as well as to involve the community in the schools, however, must also be considered in any self-study process. This guide reflects those attempts by including (1) a special section on the evaluation of experimental organizational, instructional and special subject programs; (2) items in all sections on individualizing instruction as well as using discovery, inquiry and exploration techniques with children; (3) comprehensive sections which examine the entire school program from different viewpoints. The open-ended commendations and recommendations summaries allow all participants to place proper emphasis on what each considers the most important findings of the study.

DEVELOPMENT OF THE SELF-STUDY GUIDE

1957 - DPI published a simple guide to help local school personnel study elementary schools.

1961 - (August) Superintendent of Public Instruction directed preparation of a comprehensive guide.

1961 - (October) DPI staff agreed to merge with Pennsylvania Elementary Principals' Committee charged with same responsibility.

1962 - (February to August) Combined advisory committee meetings held; first draft of guide published.

1962-63 - (September to April) Guide edited.

1964 - Modified guide published; sent to selected schools for pilot testing during 1964-65.

1965-66 - Second year of pilot testing.

1966-71 - Approximately 300 schools participated in self-study processes.

1971 - (September) Guide revision process begun.

1972 - (December) First revised edition completed.

1973 - Pilot testing begun.

GENERAL DIRECTIONS

The following sequence of events is suggested to assist districts in initiating and conducting a self-study. No time schedule is given because local conditions will affect the amount of time to be spent on each item.

1. Designate a project director to coordinate activities.

   The leadership which the director furnishes to the project is invaluable. The district must designate someone who is intimately involved in the day-to-day operations of the district's elementary schools, such as an elementary supervisor or a principal, to lead the self-study process.

2. Motivate administrative and faculty interest and support for a self-study project.

   Self-study can be an extremely important activitiy in terms of educational improvement and teacher growth if it is carried out sincerely, capably, leisurely and purposefully. A self-study, therefore, cannot be successful unless the faculty and administration support it completely through a felt need to devise a more effective elementary school program. The watchword of this type of evaluation is involvement; the goal is school improvement to meet recognized needs.

3. Obtain school board approval of a proposed self-study plan.

   The school board should approve a written general plan, allocate necessary funds and give assurance that the resulting recommendations will receive serious consideration.

4. Inform the general public.

   Parents should recognize the need for school study and should be willing to assist in the project's various phases, including committee assignments.

   A public information system should be maintained throughout the project.

5. Orient the faculty to the procedures of self-study and obtain members' suggestions for conducting it.

   Feel free to call upon the Department of Education consultants who are available to assist the district in early orientation. Subject matter specialists are also available to assist committees at any time during the project.

6. Select a steering committee composed of teachers, supervisors, administrators, intermediate unit representatives, board members, parents, students (7th to 12th graders who are products of this elementary program) and other community members. This committee should represent the variety of viewpoints which exist in the community and on the school staff.

   This committee is responsible for planning the final overall organization for the study including time schedules, study committee assignments, compilation of the final report and the visit of an evaluation team.

   This committee should also publish the philosophy, goals and general objectives of the school district as well as any specific objectives applicable to individual schools. These goals and objectives may already be determined and should reflect the district's long range plans as well as the community's values. They should be based upon the Ten Goals of Quality Education as adopted by the State Board of Education of the Commonwealth of Pennsylvania (See page 8).

7. Form the study committees.

   Committees for each of the study areas should include the staff members most directly affected, as well as teachers from all levels in the school and, if possible, interested parents. Again, these committees should reflect the variety of viewpoints in the school community. Coordination with secondary schools may be improved through the inclusion of secondary teachers and students on many of the committees. Each school staff evaluates its school and marks the complete guide; then a marked guide may be compiled for the entire district.

8. Begin committee work.

Each committee member should develop a sophistication in the assigned area. This can be accomplished through study of books and journal articles or more formal methods, such as course work, visitations to other schools or consultant assistance. Each committee member should become acquainted with the guide and be familiar with the entire project as planned by the steering committee.

Securing a clear picture of the present curriculum and instruction patterns operating in the school is extremely important. Committee members must study, review textbooks and guides currently in use and list in sequence all levels of any concepts being taught. They must check inventories and actual use of equipment and supplies. These can then be compared to the guide items to determine discrepancies which can be diagnosed as possible school needs, depending upon the school's objectives. (See #6 above)

It is important to remember, however, that in this self-study the function of education is the greatest concern and at no time should emphasis on form and structure overshadow efforts to find out what is happening to children.

9. Analyze the school or district using the guide.

Each committee member should work through the assigned section of the guide individually, marking each item according to the system suggested in the directions on page 10.

As the member first looks at an item, it must be decided whether or not the item is acceptable within the framework of the local objectives as published by the steering committee. If it fits within the local objectives, then the member makes a judgment as to how well the district or school achieves this item.

While items are grouped according to topic for convenience, committee members will find some natural overlapping of items among the areas. The study of some sections, such as Early Childhood Education, Library Media Services, Intergroup Education and Environmental Education, necessitate the examination of guides and plans from most of the other areas; carefully check the introduction to each section to determine the extent of the study suggested.

10. Gain committee consensus.

When each study committee member has completed individual study, the committee holds meetings to arrive at an overall consensus. Commendations and recommendations can be recorded and items in which discrepancies were found to exist can serve as a basis for the recommendations in the final report. Committee reports can then be submitted to the entire faculty for suggestions and changes before they are submitted to the steering committee.

11. Draw up the final report and submit it to the faculty.

When the steering committee has received the study committee reports, it should compile the commendations and priority recommendations into a final report. This report should be based on the most useful recommendations as they relate to the district's goals, objectives and long range plans.

12. Submit the report to the study committees, the chief school administrator and the school board.

The report should be reviewed by each committee before it is submitted to the chief school administrator for examination who in turn transmits the final report to the board. This report should be as brief as possible and should clearly and concisely state the actions recommended for district improvement. It should include the recommendation that a visiting team be invited to evaluate the self-study project and the report.

13. Plan follow-up activities.

Evaluation of any kind is not an end in itself but must be followed by a planned program of improvement if it is to fulfill its purpose. The steering committee should draw up tentative plans for implementation of the appropriate recommendations. The plans must include time schedules, priority recommendations, budgets, in-service course schedules and an evaluation component which can determine the effects of the suggested improvements.

After the steering committee begins to lead in the implementation of the plan, it should host a visiting team. (See the special bulletin, "Guidelines for Visiting Teams.") Upon receiving the visiting team's report, the steering committee should lead in drawing up a final plan for long range improvements.

14. Disseminate the final report to the Department of Education and to other interested professionals.

In the report to the department, it is requested that suggestions for revision of the guide be noted. In this manner the guide can be more readily updated and revised before each new printing.

GOALS AND OBJECTIVES

1. Ten Goals of Quality Education

I. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

II. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

III. Quality education should help every child acquire, to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

IV. Quality education should help every child acquire a positive attitude toward the learning process.

V. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

VI. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

VII. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

IX. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

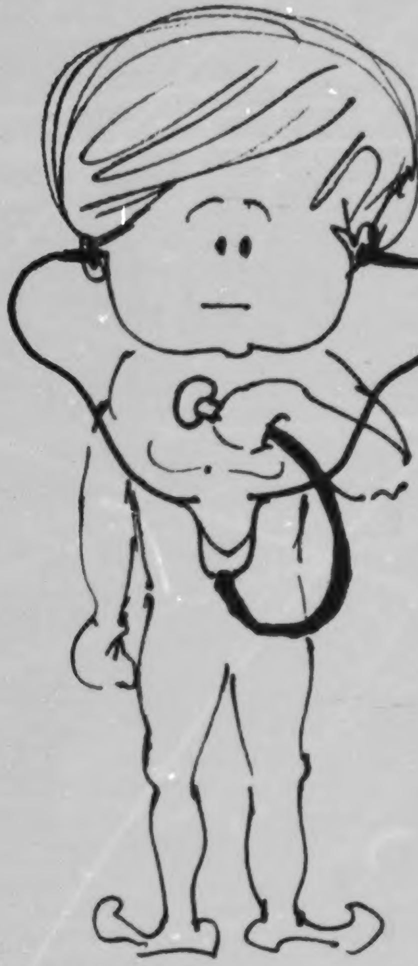
X. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

2. District Goals and Objectives

The steering committee is charged with the responsibility to publish the philosophy, goals and general objectives of the school district. These must be based upon the district's long range plans and must be used as the bases for each study committee member's evaluation process. If the district does not have working philosophy or goal statements, the steering committee should base these statements on the Ten Goals of Quality Education as adopted by the State Board of Education of Pennsylvania. The committee must carefully consider the goal statements in relationship to the needs of the community while keeping in mind the agreement of others--educators, social scientists--on the broad general objectives which set the direction of elementary education in society. It must then state some more specific objectives which, when fulfilled by the school, will have some impact on the realization of the goals.

STUDY AREAS--COMPREHENSIVE

SELF-STUDY GUIDE



STUDY AREAS

Directions

Experience has shown that despite the precautions taken to conduct an objective self-study, the results are, in the final analysis, personal opinions. Judgments are greatly influenced by education, professional background and personality. While it may be possible to increase the objectivity of the process through the use of clearly stated criteria, standardized procedures and careful training, self-evaluation remains subjective. The format of this guide, however, provides for reporting pertinent information and also emphasizes the professional judgment of the faculty member through observations and recommendations. If these comments are lucid, direct and concise, it should be possible to use them as the basis for a sound plan of educational improvement. It should be constantly kept in mind that THE GOAL OF SELF-STUDY IS EDUCATIONAL IMPROVEMENT, NOT EDUCATIONAL RATING OR COMPARISON WITH OTHER SCHOOLS.

Directions for using the study areas sections of the guide follow. Attention must be given to the relationship between the school's objectives and the intent of items in the guide. When local objectives are determined precisely (see General Directions, page 2), they become the only basis of evaluation. When the items in this guide conflict with precisely stated objectives of the school, the guide items should not be marked but the local school objectives should be clarified in the "Comments" column. Items not in the guide but included in the school's objectives should be noted at the end of each category in the spaces provided.

Suggestions for Marking

The comprehensive study areas consist of various categories while the content study areas are generally divided into three categories: content, instruction and equipment and materials. All sections should be marked using the following system unless otherwise noted.

Possible markings have been placed in columns to the left of the items. Each item should be marked with a check (✓) or (x) in the column which appropriately indicates a faculty member's opinion. As noted above, when an item conflicts with a school's objective, it should not be marked but should be clarified in the "Comments" column. Suggested criteria for the markings are:

5 - In the opinion of the committee member the behaviors or circumstances described by this item are achieved in an outstanding manner in relation to the stated objectives of the school. A mark of 5 does not imply perfection but indicates a consistently high level of effectiveness.

4 - In the opinion of the committee member the behaviors or circumstances described by this item are achieved in a fair manner in relation to the stated objectives of the school. A mark of 4 shows a generally high level of effectiveness.

3 - In the opinion of the committee member the behaviors or circumstances described by this item are achieved in a satisfactory manner in relation to the stated objectives of the school. A mark of 3 indicates an adequate level of effectiveness.

2 - In the opinion of the committee member the behaviors or circumstances described by this item are achieved in a poor manner in relation to the stated objectives of the school. A mark of 2 indicates deficiencies in the level of effectiveness sufficiently serious to require major improvement.

1 - In the opinion of the committee member the behaviors or circumstances described by this item are achieved in an unsatisfactory manner in relation to the stated objectives of the school. A mark of 1 indicates serious deficiencies in the level of effectiveness. Items so marked should be corrected as soon as possible as they represent a major obstacle to the adequate education of pupils.

Suggestions for Using the Comprehensive Areas

The study of many of these areas must include the examination of plans and guides from subject and other comprehensive areas.

It is recommended that the Staff sections be completed at or near the close of the study in order to provide compilers and the visiting team with the latest possible data.

Suggestions for Using the Content Areas--See page 86.

ADMINISTRATION AND ORGANIZATION

The first responsibility of elementary education in the Commonwealth is to the children, youth and adults who need and seek the resources of the school system. The local board of education, the state Department of Education, the legislature and the intermediate units share in the responsibility of developing and maintaining standards essential in meeting the needs of all its citizens by providing the educational leadership directed toward the achievement of the ten goals of quality education.

The principal should be delegated full responsibility for the effective operation of the elementary school and recognized as the administrative and supervisory head of the school. The duties of administration include leadership in the improvement of instruction, in the management and maintenance of plant and equipment and in helping the community and the staff develop a total educational program designed to serve the school community. A primary leadership function of the principal is to serve as a resource person and coordinator to supervisors and instructional specialists engaged in the improvement of instruction.

The principal is the responsible agent for the proper functioning of the school. The principal's leadership is evident in comprehensive planning, coordinating and evaluating all areas of the curriculum. The principal's competence as the educational leader is revealed in the ability to help teachers in the continual task of guidance and motivation of learners.

1	2	3	4	5	Administration	Comments
					1. The school has a principal appointed by the board of education upon nomination of the superintendent. The principal:	
					a. is certificated.	
					b. has successful elementary classroom experience.	
					c. demonstrates respect and affection for all children.	
					d. is delegated authority and recognized as the educational head of the school.	
					e. has a competent secretary.	
					f. is conversant with the educational needs of the school and community.	
					g. holds membership in at least one local, state or national professional organization.	
					h. attended at least one local, state and national professional organization meeting during the past calendar year.	

1	2	3	4	5	Administration	Comments
					i. has participated in a workshop or conference at the state or national level during last calendar year.	
					j. is familiar with Professional Negotiations Act 195 and other pertinent legislation.	
					k. participates in the selection of all staff members.	
					l. Actively seeks to secure a racially, and ethnically diverse staff and to hire and promote women.	
					m. utilizes help of staff in formulating school policies and regulations.	
					n. maintains adequate teacher records.	
					o. provides personal assistance and suitable working conditions for staff members.	
					p. encourages staff to cooperate with community agencies.	
					q. provides opportunities for staff input into administration.	
					r. schedules adequate time for supervision and improvement of instruction.	
					s. makes periodic visits to other elementary schools to observe innovative programs.	
					t. encourages carefully planned, purposeful innovation.	
					u. is participating with staff in at least one pilot or research project.	
					v. is responsible for one in-service education program for teachers.	
					w. involves staff in planning purposeful staff meetings.	
					x. initiates study and selection of school supplies and equipment.	
					y. provides for adequate furnishings and utilities through proper channels and arranges for their maintenance and repairs.	
					z. evaluates programs, personnel and services periodically.	
					aa. promotes an active home and school association devoted to educational discussion.	
					bb. maintains contact with all school-related activities.	
					cc. advises and cooperates with the central administrative staff in developing and making decisions pertaining to school policy.	

1 2 3 4 5 **Administration** **Comments**

dd. submits written reports on school activities and achievements periodically.

ee.

ff.

gg.

Organization

1. Philosophy, policy and curriculum

    a. A written statement of philosophy and purposes is readily available.
    b. The statement of philosophy and purposes is reviewed annually and revised to meet the changing needs of the school.
    c. The school makes provision for the education of all children, i.e., by providing makeup and enrichment classes, homebound instruction, etc.
    d. The instructional program includes all courses and subject matter areas in accordance with the requirements mandated by the legislature, the State Board of Education and the local board of school directors.
    e. Each curriculum area is correlated and integrated with other curriculum areas through planned activities and processes reflected in locally written guides.
    f. The local curriculum guides in each subject matter area are reviewed and/or revised at least every five years.
    g. School-related activities of an interscholastic nature complement and supplement the instructional program of the school.
    h. Grouping for instructional purposes provides for maximum interaction of races, sexes, socioeconomic levels and individual potentials.

1 2 3 4 5 Organization Comments

i. Written policies are available for dealing with parent, student and staff complaints.

j. Policies and procedures have been established to insure consistent and fair application of discipline procedures.

k.

l.

2. Personnel

a. All positions are based on written job descriptions which are reviewed and revised as need dictates.

b. Teachers and administrators demonstrate a respect for the abilities of all persons, regardless of race, sex, religion or national origin.

c. Provision is made for in-service education for teachers, administrators, paraprofessional and non-professional staff.

d. Each professional staff member is actively involved in planning and participating in appropriate in-service education programs.

e. Provisions are made to improve the teacher-learning situation, including utilization of current research findings, teacher seminars and workshops.

f. Provisions are made for professional staff to visit other school situations at least once a year for a variety of educational purposes related to the needs of the school.

g. The principalship is examined and evaluated periodically.

h. Available systemwide administrative and instructional supporting services are used by the school, i.e., pupil personnel services, instructional materials services.

1 | 2 | 3 | 4 | 5 Organization Comments

i. The total school staff includes a sufficient number of the following qualified personnel to meet the educational needs of the students. Recommendations of concerned specific organizations such as the American Library Association, National Association of Elementary School Principals, Pennsylvania State Education Association, American Association of School Administrators, etc., should be considered:

   (1) Administrators
   (2) Classroom teachers
   (3) Special area teachers
   (4) Library/media specialists
   (5) Supporting services staff
   (6) Secretarial and clerical staff
   (7) Cafeteria staff
   (8) Custodial staff

j. Opportunities for leadership roles are afforded to racial and ethnic minority personnel and to women.

3. Food services

a. A nutritionally adequate lunch which meets federal school lunch standards is available to all pupils, regardless of ability to pay.
b. A sanitary kitchen is maintained, including:

   (1) Screened windows
   (2) Sterilized dishes
   (3) Closed storage for dishes
   (4) Refrigerator and freezer space
   (5) Shelves, counters and floors which are disinfected daily

c. The schedule provides a minimum of 30 minutes for lunch for teachers and pupils.
d. Children's lunch periods are adequately supervised.
e. School food services funds are managed and records are maintained in accordance with regulations of the local board of education and federal standards.

1	2	3	4	5	Organization	Comments

f. Describe any other food program, such as breakfast, snacks, etc.

g.

h.

i.

j.

4. Maintenance (see School Plant)

5. Transportation services

   a. The school's transportation services program is operated in compliance with the Pennsylvania School Code and regulations adopted by the State Board of Education and with local board policies.
   b. Provision is made to supervise school bus transportation services.
   c.

   d.

   e.

1	2	3	4	5	Organization	Comments

6. School and district data

Information required in this section can be found in existing school records or through special studies.

a. Schedule

		Teachers	Pupils
1.	Number of days in regular school year		
2.	Number of hours in school day (excluding lunch and recess)		
	Total hours in school year* (Line 1 x Line 2)		

*Please explain any programs in which teachers and pupils are attending school under experimental time conditions, i.e., half-day or split sessions, extended school year programs, etc.

b. General data

Current enrollment data

Indicate enrollment as of third day of school year by grade. If school is nongraded or organized under another administrative pattern, complete only the appropriate Totals section.

	(1) Enrollment	(2) No. of Teachers	Col. 1÷Col. 2 Av. Class Size
Pre-K: 2-, 3- and 4-year olds			
K			
K Total			
Junior First (Transition)			
1			
2			
3			
4*			
Primary Total			
4*			
5			
6			
7			
8			
Intermediate or Middle Total			
Exceptional			
Grand Totals			

*Include statistics for Grade 4 where appropriate.

c. Administrative and Supervisory Personnel Serving Elementary Schools

Title	Certificated (#)	Non Certificated (#)	Federally Funded (#)	Instructional (#)	Non Instructional (#)	Full Time (#)	Part Time (#)	% if Part Time	% of Pupils Served	Male (#)	Female (#)
Superintendent											
Assistant, Associate Superintendents											
Principal											
Supportive Staff for Administration[1]											
Guidance Personnel											
Home & School Visitor											
Social Worker											
Psychologist											
School Nurse											
Dental Hygenist											
Nutritionist											
Other Pupil Service Personnel[2]											
Instructional Media Specialist											
Librarian											
Library Clerks											
Aides											
Art Supervisor											
Music Supervisor											
Physical Education Supervisor											
Reading Supervisor											
Other Supervisors (Specify)											

1. - Secretaries, clerks, etc. in elementary offices only.
2. - Indicate specific titles, etc. under "certificated."

d. Exceptional children

	Number in Need	Number Enrolled in		Integrated in District Program	Numbers Yet To Be Served
		IU Program	Separate District Program		
Educable Mentally Retarded					
Trainable Mentally Retarded					
Visually Handicapped					
Acoustically Handicapped					
Emotionally & Socially Disturbed					
Speech Correction				■	
Physically Handicapped					
Homebound				■	
Academically Gifted					
Talented					

7. Financial data

This information is intended to show the financial support given to elementary education by the district and the use made of this support. It is not intended to show all accounts or to serve as an auditing instrument.

Total revenue for the school system during the preceding year (use Annual Financial Report).

Revenue from local sources ____________

Revenue from state sources ____________

Revenue from federal sources ____________

Other revenue ____________

Total ____________

Pertinent expenditures during the preceding year.

Expenditure Account	Account Number	District Total	Elementary Total	Federal Funds Spent As Part of Elem. Total
Administration	0100			
Instruction	0200			
Salaries	0210			
Textbooks	0221			
Teaching Supplies	0222			
Library Books, Supplies	0223			
AV Materials	0224			
In-service	0231			
Pupil Personnel Services	0300			
Health Services	0400			
Pupil Transportation	0500			
Operation & Maintenance	0600			
Food Services	0900			
Community Services	1100			
Research				

8. Federal projects

What role have federal projects played in the elementary school? Are project evaluations available?

ADMINISTRATION: SUMMARY

1. Describe the aspects of the administrative program which are commendable.

2. Describe the aspects of the administrative program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

EARLY CHILDHOOD EDUCATION

The early childhood education concerns contained in this guide consider elements of pre-kindergarten (day care, 4-year-old kindergarten) and kindergarten programs which have been designed for 3- to 5-year-old children as well as for children in the primary grades. The needs of these young children do not differ with age; rather, the major difference is one of depth and breadth in development, knowledge and skills. Pre-kindergarten and kindergarten programs should provide physical, social and intellectual experiences appropriate to the developmental levels of each child and consistent with the kindergarten standards of the Pennsylvania Department of Education. The early childhood study committee should examine the entire pre-kindergarten and kindergarten to 3 continuum.

1	2	3	4	5	Special Concerns	Comments
					The following special concerns are evident in the operation of early childhood programs:	
					1. There is a positive relationship among administrators, teachers, parents, pupil personnel services and curriculum personnel which facilitate a constant flow of information for program improvement.	
					2. The teacher is certificated to teach children of this age level.	
					3. The teacher is well-trained in the principles of child growth and development.	
					4. The teacher is skilled in working with individual children or large or small groups.	
					5. The teacher has the intelligence, understanding, warmth, sincerity, flexibility and patience to work with young children.	
					6. The teacher thinks in terms of guiding development rather than in terms of training.	
					7. The teacher is interested in the physical well-being of each child.	
					8. The teacher employs a positive approach, recognizing that small successes encourage greater ones.	

1 | 2 | 3 | 4 | 5 **Special Concerns** **Comments**

9. The aides or paraprofessionals understand the patterns of growth and development of children at these levels of maturity.

10. The aides or paraprofessionals are regularly involved in planning with the teacher.

11. The aides or paraprofessionals assist in teaching-learning situations.

12. An early childhood handbook, outline or other orientation material is available to parents.

13. The teacher makes parents aware of children's needs and the methods for satisfying them.

14. Information related to the children's preschool development and health history is available to aid in prescribing programs related to their needs.

15. Parents are trained to continue to strengthen learning patterns initiated in the school.

16. Parents participate in teacher-planned activities whenever possible.

17. Time schedules are flexible in order to accommodate varying individual and group needs.

18. Good health rules and habits are established and maintained.

19. Remedial health services are provided.

Other special concerns:

20.

21.

1 2 3 4 5 **Other special concerns:** **Comments**

22.

23.

Content

An examination of course guides, units of study and plans indicate that the following concepts are being developed in the early childhood programs.

1. Appropriate communications experiences, including sensory-motor and perceptual activities, listening, speaking, creative writing and beginning reading and writing activities, are planned for the developmental needs of each child.

2. Appropriate mathematics experiences are planned for the developmental needs of each child.

3. Appropriate science experiences, including opportunities for experimentation, are planned for the developmental needs of each child.

4. Appropriate social science experiences, including field trips, are planned for the developmental needs of each child.

5. Fine and practical arts experiences, including art, music, industrial arts and creative drama activities, give children many opportunities for self-expression.

6. Children who perceive and understand differences and similarities among peoples appreciate those of other ethnic, racial, religious, social and cultural groups.

2	3	4	5	Content	Comments
				7. Good basic health habits are encouraged and strengthened in order to build good lifetime health habits.	
				8. Satisfying personal and social experiences lead to a wholesome self-image and a respect for the rights of others.	
				9. Encouragement of self-confidence, curiosity, spontaneity and self-discipline strengthens children's emotional development.	
				10. Gross and fine motor skills are developed through indoor and outdoor physical education experiences.	
				11. Both quiet and rest periods meet the change of pace needs for young children.	
				12. Opportunities for children to work and play individually with another child or as members of a group provide necessarily varying social development experiences.	
				13. Opportunities for problem-solving experiences, exploring, experimentation and utilization of practical experiences encourages intellectual development.	
				14. A variety of opportunities to express personal feelings during work and play promote personal and social development.	
				15. Parent involvement in planning and implementing activities enriches the program.	
				Additional local content concepts:	
				16.	

1 | 2 | 3 | 4 | 5 Additional local content concepts: Comments

17.

18.

19.

20.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the early childhood program:

1. Children are permitted freedom to function at the level of performance best suited to each.
2. Children are guided toward freedom of decision yet learn that it is sometimes necessary to follow explicit directions.
3. Children enjoy a positive emotional climate in the classroom which has been established by the teacher.
4. Children experience an atmosphere of "disciplined freedom."
5. Children recognize acceptable and unacceptable behavior and are encouraged to discuss their choices of and decisions on behavior with the teacher.
6. Children participate in spontaneous and/or planned dramatic play situations which express emotional impulses not otherwise perceptible.

1	2	3	4	5	Instruction	Comments
					7. Children practice self-control and self-discipline which are encouraged with kindness and firmness used in terms of setting limits.	
					8. Children assume as much responsibility as their maturity permits.	
					9. Children participate in a variety of activities during work-play periods.	
					10. Children are permitted to change activities during work-play periods.	
					11. Children put away materials or equipment before beginning new activity during work-play periods.	
					12. The teacher moves about during work-play periods, questioning and guiding to help children integrate their learnings.	
					13. Children develop good work habits as an integral part of learning experiences.	
					14. Children have ample opportunity for learning experiences during a. active periods b. quiet periods c. outdoor play d. indoor play e. snack or lunch periods	
					15. Children's interests and experiences are utilized through flexibility in daily planning.	
					16. Children's work is recognized through displays, recordings, photography and exhibits.	
					17. Children's nonverbal expression is encouraged through the fine arts.	

1 2 3 4 5 Instruction Comments

18. Children's verbal expression is encouraged through conversation, group discussions, story telling and dramatic expression.

19. Resource materials and personnel from within the school, including the library/media center and from the community, are used for curriculum enrichment.

20. Children are encouraged to select activities without reference to traditional sex-stereotyping.

21.

22.

24.

Equipment and materials

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and used in the early childhood program:

1. Materials and equipment are available for varied activities.

2. Instructional areas are designed and equipped for the planned program so that several activities can take place concurrently.

3. Lighting meets minimum standards.

4. Natural light is part of the room illumination.

2 | 3 | 4 | 5 **Equipment and materials** **Comments**

5. Lavatory facilities are sized for small children.

6. The sink and water fountain are at levels for children of this age.

7. There is furniture suitable to the needs of teacher and aides.

8. There are tables and chairs of varied sizes to accommodate all children.

9. There are large tables for work and display.

10. The tables for finger painting and clay activities are near the sink and related materials.

11. There is adequate storage space for:

    a. children's clothing
    b. children's personal belongings
    c. projects

12. Parents and community members are encouraged to become involved in the program through constructing and/or providing materials and equipment.

13. Cabinets or storage shelves are easily movable.

14. There is sufficient space for supplies and activity-related items.

15. The room is subdivided at various times for:

    a. library learning area
    b. block building
    c. homemaking activities
    d. science activities
    e. music participation
    f. art activities
    g. mathematics activities
    h. gross motor skills learning and development

1	2	3	4	5	Equipment and materials	Comments

i. fine motor skills learning and development
j. industrial arts activities
k. sand or water table activities
l. snack time participation
m. rest periods
n. other activities

16. There are eye level display areas and chalkboard.

17. There is equipment for heating of materials.

18. There is a piano (movable, if possible) with seat.

19. There is access to refrigeration.

20. There is a paper cutter for teacher's use.

21. There is standard equipment such as flag, wastebaskets, easels, etc.

22. There is a box of scrap items for varied uses--cloth, yarn, paper, milk cartons, etc.

23. There are materials and equipment to assist physical growth, both indoors and outdoors, which motivate climbing, balancing, pushing, pulling, lifting and carrying.

24. There is hardtop and a grass plot for large muscle activities.

25. The following large toys are available in sufficient quantity:

a. rocking boat
b. indoor seesaw
c. climbing gym
d. wagon(s)
e. tricycle
f. sliding board

1 2 3 4 5 **Equipment and materials** **Comments**

g. large building blocks
h. other riding toys
i. balance beam
j. other

26. The following small toys are available:

a. dolls (unbreakable)
b. doll carriage and bedding
c. ironing board
d. toy phones
e. cooking utensils
f. dishes and settings
g. cleaning equipment
h. wooden toys--trucks, buses, airplanes, fire engines, cars, boats, trains, etc.
i. construction toys--lincoln logs, tinkertoy, constructo, etc.
j. puzzles of varying complexity
k. balls of various sizes to 10 inches
l. jump rope
m. rubber or plastic animals
n. garden tools
o. mechanical toys
p. toys with mechanized parts
q. peg boards and pegs
r. shoe string lacers and beads
s. others

27. The following science equipment is available:

a. aquarium
b. terrarium
c. cages for small animals
d. specimen jars
e. magnifying glass
f. prisms
g. magnets and magnetized items
h. others

28. The following teacher's materials are available:

a. ten-inch shears
b. stapler and staples
c. masking and scotch tape
d. straight and safety pins
e. yard stick and foot rulers

1	2	3	4	5	Equipment and materials	Comments
					f. sufficient boxes of cleansing tissue	
					g. colored pencils and felt pens	
					h. paper clips and fasteners	
					i. pencils and rubber erasers	
					j. blackboard chalk and erasers (if needed)	
					k. additional items	

EARLY CHILDHOOD EDUCATION: SUMMARY

1. Describe the aspects of the early childhood education program which are commendable.

2. Describe the aspects of the early childhood education program which are unsatisfactory. Make specific recommmendations in priority order for the improvement of this program.

EDUCATION FOR EXCEPTIONAL CHILDREN

All individuals have the right to receive an education in accordance with their needs, interests and abilities. The education of exceptional children is one of the vital responsibilities of Pennsylvania schools. In Pennsylvania, exceptional children are defined as "children who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special educational facilities or services and shall include all children in detention homes." (Section 1371, School Laws of Pennsylvania, 1949, as amended.) Programs and services in special education are classified under three broad categories: programs for mentally handicapped children, programs for physically handicapped children and programs for mentally gifted children. Some general areas of concern apply to the operation of all special education programs and some specifc concerns apply to specific types of programs within the broad categories designated.

Where a district operates its own special education programs and services, the staff of the school or schools in which these are conducted should take the lead in the self-evaluation; all schools, however, should be represented on the special education study committee. In the case of districts whose children participate in programs and services operated by the intermediate unit, the study committee should consult with intermediate unit special education personnel on the plans for the elementary special education program and on evaluating at least the General Concerns. It is desirable for the study committee members to visit special education programs and services and particularly to confer with the teachers.

1	2	3	4	5	General concerns	Comments
					1. The districts and the intermediate unit have a comprehensive, written, continuously updated plan for the education of all school age (five or six to twenty-one years old) exceptional children.	
					2. The philosophy and goals of the plan are based on the provision for (1) opportunities for group and individual instruction which will assist each child to meet specific needs; (2) as much integration in the regular school program as the nature of his exceptionality warrants as well as possible eventual return to the regular classroom and (3) acceptance as equal members of the student body, i.e., the children participate in regular lunch periods, fire drills and recesses.	

1	2	3	4	5	General concerns	Comments
					3. Class size is designated to conform to the specific area of exceptionality as established by the Special Education Standards as published by the Pennsylvania Department of Education.	
					4. The responsible agency (district or intermediate unit) assigns individual children to a special education class only after (1) it has been determined by a multidisciplinary team that the child can no longer benefit from the regular classroom environment, (2) the parents have been given the opportunity for a due process hearing concerning the assignments and (3) other procedures of the "Right to Education" decision have been followed.	
					5. Children and services are re-evaluated by the team periodically, but at no greater intervals than yearly, to determine the continued applicability of each service to each child.	
					6. Itinerant services are provided to those children whose exceptionality requires special educational arrangement.	
					7. Itinerant teachers are provided suitable space for working with children individually and in small groups.	
					8. Itinerant services provide a sufficient number of hours of instructional time to assure measurable benefits to each pupil enrolled.	
					9. Curriculum guides and courses of study in each subject area provide subject matter which is suitable to or can be adapted to the various areas of exceptionality.	
					10. Special education buildings, classrooms, furniture, instructional materials, equipment and supplies conform to regular classroom specifications with such modifications as necessary for each area of exceptionality.	

1	2	3	4	5	General concerns	Comments
					11. Teachers and supervisors in the special education program hold proper certification for their assignments.	
					12. Teacher aides are used where necessary.	
					13. All district teachers are informed of the special education program through in-service programs, bulletins, special reports, etc.	
					14. Parents and the general community are informed of the special education programs through the regular public relations network of the school district and intermediate unit.	
					Specific concerns	
					Mentally Handicapped Children	
					Educable Mentally Retarded Children	
					1. The program of instruction, which includes reading, mathematics, social studies, science, communications and career orientation, prepares the child to participate actively in the activities of home, school and community.	
					2. The child's mental, emotional and physical development are the bases for the instructional methods, materials and content used.	
					Trainable Mentally Retarded Children	
					1. The program of instruction includes health, social experiences, readiness activities, visual and auditory discrimination. speech and language development, use of common objects, motor skills and quantitative concepts.	
					2. The program is aimed at developing each child's potential to function at a self-care level in the adult world.	

1	2	3	4	5	Specific concerns	Comments
					Socially and Emotionally Disturbed Children	
					1. The primary focus of this program is on the education of each child where a special educational environment will fill the child's needs for a short duration of time, rather than on long-term treatment or institutionalization.	
					2. The child is maintained in this program so long as needs are being met and emotional status indicates inability to return to the regular classroom.	
					3. Instruction utilizes positive reinforcement techniques.	
					4. The environment is designed to reduce extraneous stimuli and increase the stimulus value of teaching materials.	
					Physically Handicapped Children	
					Crippled	
					1. Crippled children are placed in the regular school program unless they are severely disabled or when the special program offers them unusual advantages.	
					2. Classrooms and equipment are designed or adapted to the specific needs of each crippled child, i.e., wheelchair arm desks, U-shaped tables, etc., as necessary.	
					Brain-injured (Learning Disabled) Children	
					1. Children are grouped according to their basic skill deficiencies and needs rather than by mental age or IQ.	

1	2	3	4	5	Specific concerns	Comments
					2. Pupils are given every possible opportunity to participate in activities with nonhandicapped children.	
					3. When a child is maintained in the regular classroom, supportive services are provided.	
					4. Each child has an individual program designed to strengthen the ability to master the regular curriculum; as the child nears return to the regular classroom, the individual program increasingly approaches that of the regular classroom.	
					5. Classes are located in regular schools but away from distracting noises such as street traffic, gyms, playgrounds, shops, etc.	
					6. There are provisions such as movable partitions or carrels for reducing classroom distractions, if necessary, until children can tolerate group instruction.	
					Hearing Impaired Children	
					1. The curriculum for the hard of hearing emphasizes language instruction, auditory and perceptual training, lip-reading and speech instruction.	
					2. The curriculum for the deaf emphasizes total communication skills including language instruction, lip-reading, signing and speech training.	
					3. Instruction for the hearing handicapped is based upon the child's individual hearing acuity and residual hearing.	
					4. Equipment includes single and group hearing aids, other types of sound projection equipment, captioned films and mirrors.	

2 3 4 5 Specific concerns Comments

Speech and Language Impaired Children

1. The speech therapist and the child's teacher meet frequently to discuss instructional strategies for each child.

2. Instruction is geared to elicit many verbal responses from the speech handicapped child.

3. The speech therapy room is equipped with tape recorders, mirrors, etc.

Visually Handicapped Children

1. Curriculum for partially seeing pupils emphasizes sight utilization training, auditory training and listening skills development, basic orientation and mobility techniques and typewriting.

2. Curriculum for blind pupils emphasizes instruction in the braille system for reading and writing, tactile discrimination, auditory training and listening skills, basic orientation and mobility techniques and typewriting.

3. Equipment includes provisions for good illumination, individual lighting arrangements, glare-free surfaces, ample electrical outlets, braille and large-print texts, tape recordings, talking books, magnification devices and ample storage space.

Homebound Instruction

1. Homebound instruction is provided to all children of school age who cannot attend school because of physical or mental impairment.

1	2	3	4	5	Specific concerns	Comments
					Mentally Gifted Children	
					1. Special education classes for the gifted include independent study, tutoring, instruction in small groups, seminars or group counseling sessions, itinerant teacher programs and/or advanced courses.	
					2. Instructional materials include necessary supplementary books, pamphlets and periodicals, selected special programs (such as The Great Books Program), sophisticated teaching devices (such as computers, calculators and TV equipment), extraordinary filmstrips, tapes, recording and consumable laboratory equipment beyond normal requirements.	
					3. There are written procedures for identification and selection of pupils and adequate specific psychological services to support them.	
					4. The written program includes goals that are definable, reasonable and measurable; curriculum including adaptation of teaching methods and activities that are distinct and different from basic education; procedures for evaluation; scheduling and other pertinent data which will define the program and the utilization of this program in the total educational process.	
					5. Special teaching staff for the gifted are permanently certificated in their field of instruction.	
					6. There are provisions for identification and instruction of talented children who may not be mentally gifted.	

EXCEPTIONAL CHILDREN: SUMMARY

1. Describe the aspects of the program for education of exceptional children which are commendable.

2. Describe the aspects of the program for exceptional children which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

LIBRARY MEDIA CENTER

The instructional program of the school is supported by a school library media center which is a vital, adaptable, constantly growing part of the school. To become educationally effective and significant it must be planned, developed and operated as an integral component of the overall educational philosophy of the school with full administrative support. It serves as a center for instructional materials (book, nonbook and related equipment) selected and organized by the staff and made readily accessible to aid faculty and students to achieve the objectives of the school. The constant aim of today's library media program is to stimulate each student to realize the optimum potential as a learner, as a citizen and as a human being. The library media center fulfills this purpose by providing resources for teaching and learning, supporting the curriculum and providing functional facilities and materials for students and staff.*

1	2	3	4	5	Philosophy	Comments
					1. There is a written philosophy of education in the school district.	
					2. The philosophy of the school district defines and supports the library media concepts.	
					3. The written philosophy of the library media center supports the district philosophy.	
					Evidence of Administrative Commitment	
					1. There is a planned continuous in-service program for staff growth in the use of media.	
					2. Library media personnel are included in planning and implementing the curriculum.	
					3. There is a library media budget which meets state standards for materials and proper staffing.	
					4. The school organization allows the free flow of students to the center throughout the school day.	
					5. There is regularly scheduled planning and preparation time for the library media specialist (hereafter referred to as "the specialist").	

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*This evaluation should be used in conjunction with A Guide for School Librarians published by the Division of School Libraries, Pennsylvania Department of Education.

1 | 2 | 3 | 4 | 5 **Philosophy** **Comments**

6. The specialist serves as a consultant in planning new library media centers and/or renovations of existing facilities.

7. Pupils' services take precedence in the use of the library media center.

8. Specialists attend professional conferences at national and local levels to explore new services to meet the needs of students and faculty.

Staff

1. The specialist exhibits leadership qualities, good human relations skills, administrative ability and professional competence.

2. Each library media center is staffed with a full-time certified professional for every 350 students.

3. If two or more professional specialists are employed in the same school, one is designated head with the responsibility for making final library media center decisions.

4. A qualified library media coordinator or supervisor with designated duties is employed when there are two or more centers in the district.

5. At least one full-time adult clerk typist/ library aide is employed to assist the specialist.

6. At least one trained professional or paraprofessional adult is employed to procure and maintain audio-visual equipment.

7. Adult volunteer help, when used, is thoroughly trained and carefully supervised.

1	2	3	4	5	Services and Activities	Comments
					1. The library/media professional staff supports the teaching program in the classroom and in the library media center for every student in the school program.	
					2. The staff is conversant with all aspects of the educational program such as courses of study, textbooks, manuals, workbooks, resource units, teacher made study guides and plans, pilot projects and culminating activities.	
					3. The staff is aware of individual student needs, interests, goals, abilities and progress rates.	
					4. The staff keeps abreast of current educational trends, methods, materials and research.	
					5. The staff works closely with school staff and students to promote the effective use of the library media center and its facilities.	
					6. The staff is actively involved in curriculum planning, revision and implementation.	
					7. The staff participates in team and faculty meetings.	
					8. The staff engages in purposeful instruction of students as individuals or in small groups in library and research skills (including the operation of necessary hardware) evolving from the needs of the instructional program.	
					9. The staff provides service, guidance and resources which will individualize and personalize teaching and learning.	
					10. The staff provides relevant materials for the professional growth of the faculty.	
					11. The staff participates actively in professional associations on the local, regional, state and national level.	

1	2	3	4	5	Services and Activities	Comments
					12. The staff establishes routines and procedures for selecting, ordering, processing, organizing, circulating and evaluating materials.	
					13. The staff maintains a procedure manual which is user-oriented rather than institution-oriented.	
					14. The staff supervises clerical routines necessary for the effective use of the library media center.	
					15. The staff displays creative work of students (and others) in conjunction with ongoing educational programs.	
					16. The staff maintains good cooperative relations with both academic and community libraries through conferences, visits and reports.	
					17. The staff correlates the building library media center program with the district library media center program.	
					18. The staff prepares collections and exhibits of materials for short or long term classroom loan.	
					19. The staff encourages student help to provide learning opportunities in numerous facets of the center's services.	
					20. The staff trains, schedules and supervises clerical, technical and student aides.	
					21. The staff prepares and administers the library media center materials budget.	
					22. The staff evaluates the building library media center program, services and materials in terms of adequacy in meeting curricular needs, state recommendations and national standards.	
					Budget	
					1. The budget is planned cooperatively by the administrators and library media center staff on the basis of need priority.	

1	2	3	4	5	Budget	Comments
					2. Funds allotted for book and nonbook materials meet or surpass state recommendations.	
					3. Library media center materials may be purchased as needed at any time throughout the school year.	
					4. There is a separate allotment for professional materials for school staff.	
					5. Instructional materials are ordered through the library media center.	
					6. A specific allotment is made to purchase supplies, to repair and replace equipment and to rent films.	
					Materials	
					1. The materials collection meets or surpasses state recommendations.	
					2. Library media center acquisitions are made on the basis of prepurchase examination.	
					3. Faculty and students are involved in selection and evaluation of educational media.	
					4. The materials collection includes a wide variety of media: book, nonbook and periodicals.	
					5. The materials collection is well chosen as to reading level, curriculum relevance and reader interest.	
					6. The materials collection is kept current and/or relevant.	
					7. The materials collection is maintained in usable, retrievable condition.	
					8. All book and nonbook materials are cataloged and processed for easy accessibility to media center users.	
					9. The listening/viewing equipment is appropriate to the media collection.	

1 | 2 | 3 | 4 | 5

Materials

Comments

10. Provision is made for the acquisition and circulation of a wide variety of professional materials, including periodicals, for the staff.

11. The collection includes materials which show members of all races and of both sexes in favorable, nonstereotypical roles.

12. The Pennsylvania Department of Education's Division of School Libraries is consulted and use is made of the division's services and resources.

Facility

1. The library media center is in a central location convenient to students and teachers with accessible lavatories, drinking fountains and with easy access to independent outside exit.

2. The library media center meets state recommendations for space, lighting, ventilation and acoustics.

3. The library media suite is functionally adaptable to meet the needs simultaneously of large or small groups, individuals or full classes.

4. The library media center is carpeted.

5. The facility has a librarian's/media specialist's office/workroom with glass vision panels for supervision; supervision of entire facility is a priority.

6. Work areas, including a sink, for technical processing, previewing, preparation and repairing of materials are available in the library media center.

7. There is sufficient room in the facility for story-telling activity concurrent with classroom research and individual use of the center.

1 | 2 | 3 | 4 | 5 **Facility** **Comments**

8. A special room convenient to the library media center is used to house the professional collection for the faculty.

9. There is provision for creative displays and/or exhibits.

10. There are numerous electrical outlets in suitable locations for convenient and safe use of audio-visual equipment.

11. The furniture is suitable to the student population and the educational program.

12. A full service telephone is provided in the library media center.

13. There is provision for future expansion.

14. There is provision for the receipt of radio programs and ITV/ETV whether through a broadcasting council or a regional 2500MHz system.

15. Preparation has been made for the use of cable television.

Policies

1. A board-approved written materials selection policy for the district is in effect.

2. A manual of policies and procedures for the operation of the library media center is available which includes a detailed description of procedures concerning the acquisition, processing, circulation and maintenance of media and equipment.

3. Long range plans for the improvement of the quality of the collection and of the facility and services have been developed.

1	2	3	4	5	Policies	Comments
					4. Administrators and teachers assist the library media center staff in formulating policies.	
					5. Policies are evaluated annually.	

LIBRARY/MEDIA SERVICES: SUMMARY

1. Describe the aspects of the library/media services program which are commendable.

2. Describe the aspects of the library/media services program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

ORGANIZATIONAL, INSTRUCTIONAL AND SPECIAL SUBJECT PROGRAMS

Many schools have special programs which are experimental or developmental in nature and which, in their design, are peculiar to the school or district. Their details cannot adequately be included in the other sections of the guide, but since these programs may have a profound effect on the school's educational environment, it is necessary to consider them as important elements in the self-study process. The difficulty of evaluating the effects of these programs is obvious, but there are some questions which, when answered objectively, may help to present an accurate picture of the program's success.

Check each item which this school has made a part of its schedule or add the school's project to the list. Then evaluate each one checked by answering the following questions on a separate sheet of paper. Include a summary of commendations and recommendations which can be incorporated into the final report.

1. What were the conditions or problems which prompted adoption of this program?
2. How was the program researched, planned and developed?
3. What were the objectives of the program?
4. To what extent have the objectives of the program been achieved? On what is your opinion based?

Organizational patterns

___ 1. Self-contained classrooms
___ 2. Open education
___ 3. Nongraded classes
___ 4. Continuous progress program
___ 5. Team teaching
___ 6. Year-round school program
___ 7. Multi-age grouping
___ 8.

Instructional patterns

___ 1. Individualized instruction
___ 2. Learning stations and/or centers
___ 3. Computer-assisted instruction
___ 4. TV instruction
___ 5. Summer programs
___ 6. Programmed learning
___ 7.
___ 8.

Special subjects

___ 1. Consumer education
___ 2. Guidance education
___ 3. Career education
___ 4. PRIMES (Pennsylvania Retrieval of Information for Mathematics Education System)
___ 5.
___ 6.
___ 7.
___ 8.

Coordination with the Educational Quality Assessment Program

If the district has participated in the educational quality assessment program, what efforts have been or will be made to determine interrelationships among those test results and the results of this study? Look for any combination of results which may indicate specific areas of immediate pupil need.

PUPIL PERSONNEL SERVICES

The elementary school must have an organized and functional program of pupil personnel services concerned with determining and providing for the developmental needs of all pupils. There are general concerns which apply to the entire pupil personnel services program and there are specific concerns which apply to each of the specialized areas: counseling and guidance services, psychological services, health services and social work services.

1	2	3	4	5	General Concerns	Comments
					1. There is a written pupil personnel services program for the district which includes coordinated elementary services.	
					2. There is a designated director or coordinator of pupil personnel services.	
					3. There is a written job description for each position and responsibilities are defined.	
					4. There are adequate facilities for work, consultation and storage.	
					5. Supportive personnel is provided.	
					6. In-service programs orient teachers and other school personnel to procedures, purposes and desired outcomes of the program.	
					7. There is evidence of planned assistance and communication among staff, home and community agencies.	
					8. Time for planning, preparation of reports, outside consultation, regular team meetings, visitations and professional meetings is provided.	
					9. Records are maintained and information released as directed by district policy.	
					10. There is a clearly defined system for identifying students in need of the various pupil personnel services.	

1 | 2 | 3 | 4 | 5 General Concerns Comments

11. There is continuous evaluation of the pupil personnel services program.

12. Procedures for continuous evaluation of students are individualized and are designed to improve student performance.

13. Periodic reports are made to parents on students' performance.

Specific Concerns

Counseling and Guidance Services

1. The written pupil personnel services program contains specific guidelines for guidance services.

2. All elementary guidance counselors hold elementary guidance certification.

3. The guidance program is designed to help all children; it is not crisis-oriented and does not concentrate on remediation or therapy.

4. The guidance program complements the instructional program.

5. Guidance personnel are available at all times.

6. Guidance and counseling services are free from race and sex prejudice.

7. Guidance personnel provide the following services:

   a. Plan and develop the guidance program with the school staff.
   b. Observe children.
   c. Supervise the psychological and achievement testing program.
   d. Administer individual tests as needed.
   e. Interpret test results to staff and parents as needed.
   f. Counsel children, parents and teachers on an individual basis.

1	2	3	4	5	Specific Concerns	Comments
					g. Refer children needing intensive diagnosis and treatment to appropriate specialists or agencies, with parental permission.	
					h. Arrange and participate in parent-teacher conferences as needed.	
					i. Maintain confidential records for each child specially served.	
					j. Conduct an "ongoing" orientation program for children new to the school district.	
					k. Cooperate with personnel at receiving schools to assure orientation, articulation and an accurate information flow.	
					Psychological Services	
					1. The written pupil personnel services program contains specific guidelines for psychological services.	
					2. A full-time certificated school psychologist is employed by the district.	
					3. Supplementary psychological services are readily available through the intermediate unit.	
					4. Individual psychological testing is provided as needed (by district, agency or intermediate unit personnel) and recommendations are made for proper placement in accord with local and state regulations.	
					5. Conferences are held with parents of children who are referred for psychological services.	
					6. Confidential records of all psychological services rendered are maintained and released according to district policy.	
					Health Services	
					1. The written pupil personnel services program contains specific guidelines for health services.	

1 | 2 | 3 | 4 | 5

Health Services

Comments

2. School health services are directed by a certificated school nurse.

3. A comprehensive cumulative health record is maintained for each pupil.

4. There are written instructions for the care of pupils in emergency situations and for administering medication.

5. Written parental permission for care of pupils in emergency situations is on file.

6. Parents', near relatives' or neighbors' phone numbers (home and place of employment) are on file.

7. Physical and dental screening procedures are performed as mandated by the Department of Health and the Department of Education.

8. Dental health services are available.

9. Follow-up activities to screening programs and health counseling achieved through home visits, telephone and school conferences and written communications.

10. Adult personnel are trained in first aid.

11. There are written procedures for dismissal and readmission of pupils absent due to illness.

12. Parents and staff are kept informed of changes in the health program through in-service programs and the regular public relations channels.

Social Work Services

1. The written pupil personnel services program contains specific guidelines for social work services.

1	2	3	4	5	Social Work Services	Comments
					2. A home and school visitor and a social worker are employed by the school district.	
					3. There is open communication and a regular working relationship between the school and outside social agencies, i.e., family services, children's bureau, Salvation Army.	
					4. Confidential social histories are kept for each child participating in the social services program.	
					5. Attendance procedures are provided by the district in accordance with the Pennsylvania School Code.	
					6. Families of children with poor attendance receive regular counseling.	
					7. There are written procedures for suspension and expulsion of pupils.	
					8.	
					9.	
					10.	

PUPIL PERSONNEL SERVICES: SUMMARY

1. Describe the aspects of the pupil personnel services program which are commendable.

2. Describe the aspects of the pupil personnel services program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

SCHOOL-COMMUNITY RELATIONS

One of the cornerstones of any successful elementary school program is effective communication throughout the entire school community. All aspects of the community must make positive contributions to the school's program in order for that program to accurately reflect the community environment. Efforts must be made by the school to encourage such community participation.

1	2	3	4	5	Activities	Comments
					1. The school board publishes a written community relations policy statement which has been cooperatively compiled by the entire school community.	
					2. There is a Citizens Advisory Committee, representative of the various viewpoints of the community, which regularly participates in making important school decisions.	
					3. All segments of the school staff openly discuss problems with each other, with students and with community groups.	
					4. Community contributions to the school program are actively sought by the staff.	
					5. Planned volunteer programs give community members an opportunity to participate effectively in the school's activities.	
					6. Parents feel welcome at the school.	
					7. Counselors and social work personnel have flexible hours to accommodate working parents.	
					8. There is an active parent-teacher organization.	
					9. New students and their parents are offered a special program of introduction and orientation.	
					10. There are special social activities, parents' workshops or similar activities as needed.	

1 | 2 | 3 | 4 | 5 **Activities** **Comments**

11. There are open house programs, cooperatively planned by the school and parent organizations, such as book fairs, science fairs, gym demonstrations, concerts, art shows, school plays.

12. There is a school speakers bureau to provide professional speakers and demonstrations for service clubs, churches and other community organizations.

13. Sound/film presentations and displays are prepared and presented for community organizations.

14. There is a written published policy for the use of school facilities by the community.

15. Community facilities are used by the school for educational purposes.

16. The following community facilities and service organizations are equally accessible to all pupils:

___ a. playground
___ b. swimming pool
___ c. state or community park
___ d. gymnasium
___ e. community recreation center
___ f. nature trails, etc.
___ g. museum
___ h. public library
___ i. art gallery
___ j. zoo
___ k. cultural center
___ l. historical sites
___ m. Cub Scouts, Boy Scouts
___ n. Brownies, Girl Scouts
___ o. 4-H
___ p. CYO
___ q. YM-W-CA
___ r. YM-W-HA
___ s. Boys' Club
___ t. Girls' Club
___ u. Other (Specify)

17. The student body is provided channel(s) by which their ideas and concerns are shared with the faculty and administration.

18. The school staff is informed of board and administrative developments as soon as possible.

19. The school staff is informed of position vacancies before they are made public.

1	2	3	4	5	Activities	Comments
					20. There is a welcome program and/or a "big brother" policy for new employes; professional, paraprofessional and nonprofessional.	
					21. Public/human relations workshops are provided for staff leading to better communications and rapport between: teacher-teachers; teachers-administrators; pupils-teachers; parents-teachers; parents-administrators; staff-board.	
					22. There are specific channels to resolve grievances, eliminate misunderstandings and to protect the right of appeal.	
					23. School employes are encouraged to share their special talents and hobbies; music, art, needlework, crafts, dancing, photography, theatre, etc.	
					24. Photos and articles of school and community events or school personnel are posted in a conspicuous place, then filed for future reference.	
					Activities--Others	
					1.	
					2.	
					3.	
					4.	
					5.	

1 2 3 4 5

Publications

Comments

1. There is a competent district public relations staff headed by a professionally trained person; in small districts this may be a part-time position.
2. There is sufficient secretarial staff to meet the needs of the department.
3. The school principal translates the district community relations policies into school community relations activities, always maintaining close contact with the district public relations department.
4. There is an attractive, well-planned annual publication (handbook) to inform the community of vital matters concerning the school program and schedule of activities.
5. There is a teachers' manual presenting school policy, rules and regulations and job descriptions.
6. There is a complete students' handbook.
7. There is a separate handbook for kindergarten and prekindergarten children as part of a "welcome to school" program.
8. There is a school newspaper planned, edited and published by pupils under the guidance of a teacher-adviser.
9. There is a parents' information newsletter or bulletin issued periodically.
10. There are attractive brochures published for special events such as dedications, homecomings and retirements.
11. News releases are prepared for radio, television and the press.
12. Arrangements are made for news photos of special events and day-to-day school activities.

1	2	3	4	5	**Publications--Others**	**Comments**
					1.	
					2.	
					3.	
					4.	
					5.	

SCHOOL-COMMUNITY RELATIONS: SUMMARY

1. Describe the aspects of the school-community relations program which are commendable.

2. Describe the aspects of the school-community relations program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

SCHOOL PLANT

The school plant, which includes the site, buildings, equipment, classrooms, all special areas and environs, contributes to the extent to which desirable learning experiences and outcomes can be provided. A well-designed, well-maintained, attractive and functional school plant can stimulate students and the community to respect public property and utilize the facilities effectively. Adherence to the state's location, health, sanitation, safety and aesthetic standards deserve top priority as a part of the continuing school evaluation program.

Standards mandated by the Bureau of School Construction, Pennsylvania Department of Education (hereafter referred to as "standards") specify minimum standards to be consulted in the evaluation of the school plant. This evaluation should determine the extent to which physical surroundings enhance or inhibit the instructional program of the school. If the physical setting inhibits the instructional program such limitations should be noted and appropriate recommendations made. Commendations should be made when imaginative and innovative means are employed to enhance the school environment or to counteract restrictive influences.

Minimum standards: It is presumed that local and state standards and regulations relating to the health and safety of occupants are being met. Where deficiencies have been cited, the plans and progress for elimination of such deficiencies should be evaluated.

1. Give date of last inspection by fire underwriters and attach copy of recommendations. __________

   Give date and time of last fire drill. __________

2. Give date of last inspection by Department of Labor and Industry of general safety conditions and attach copy of recommendations. __________

3. Give date of last inspection by representative of Department of Health and attach copy of recommendations. __________

4. Give date that long range developmental plan (school facilities section) was last submitted to the Pennsylvania Department of Education. __________

5. Give date of approval of school policy regarding the responsibility of students for school property and attach a copy. __________

1	2	3	4	5	Site	Comments
					1. The school site meets minimum standards.	
					2. Development of the site gives evidence that the school district is concerned with providing worthwhile community activities for youth and adults.	
					3. Plantings, grooming and cleanliness of the site set high standards for students and community to emulate.	
					4. The school site serves as an outdoor learning laboratory for all aspects of the instructional program.	
					5. The site is as near as possible to the center of present and expected future school population.	
					6. The building is reasonably free from traffic and transportation hazards.	
					7. The site is accessible to the school population being served.	
					8. The site has sufficient acreage to provide for the needs of the school.	
					9. The building is so situated that efficient use is made of the entire area.	
					10. Use of outdoor facilities for recreation both within and outside school hours is encouraged.	
					11. Outdoor facilities are utilized to improve the physical education program of the school.	
					12. A paved parking lot, large enough to accommodate cars for evening programs, is provided.	
					13. The 10-year long range plan provides for projected sites and facilities.	

1	2	3	4	5	Site	Comments
					14.	
					15.	

Building

1. The building is designed to meet the educational plans conducive to maximum learning which have been detailed in writing by the professional staff.

2. Classrooms and auxiliary spaces have been evaluated by the staff to determine their suitability to the educational plan.

3. Creative plans have been put to use for overcoming physical limitations of the school plant.

4. The building is being used to best advantage to implement the established curriculum.

5. The following facilities are being utilized at an optimum level to promote learning:

   a. chalkboards and bulletin boards
   b. audio-visual aids
   c. conference and large group areas
   d. library media center
   e. movable equipment (shelves, tack-boards, pianos, etc.)

6. The building meets standards for present enrollment.

7. The building is attractive inside and outside; there is a planned program of maintenance and custodial care for the school plant.

1	2	3	4	5	Building	Comments
					8. The building is fire resistant and equipped with fire extinguishers to meet state and underwriters' standards.	
					9. The building provides for the health and safety of students, i.e., steps, ramps, doors, health suite, etc., meet state standards.	
					10. Provision is made for efficient use of educational television.	
					11. The building adequately meets the needs of the community.	
					12. The quality and quantity of illumination meets state standards.	
					13. The emergency lighting system is tested at least once a week.	
					14. The heating and ventilating system can be regulated to provide for varied needs in individual classrooms and auxiliary rooms throughout the year.	
					15. Drinking fountains are sufficient to meet student needs and are a comfortable height.	
					16. Adequate toilets and lavatories are provided for students at comfortable heights and according to state standards.	
					17. Desirable standards of sanitation are maintained in all lavatories, sinks and toilets and are approved by the Pennsylvania Department of Health.	
					18. Electrical switches and outlets are easily accessible throughout the building.	
					19. Fresh air is circulated through all instructional areas and offices.	

1	2	3	4	5	Building	Comments
					20. Custodial facilities and equipment meet the needs for a clean, sanitary, attractive building.	
					21. Provision is made for the prompt and proper disposal of garbage, sewage and trash.	
					22. Fire inspections and student drills are held in accordance with Pennsylvania School Code regulations.	
					23. Suitable fallout shelter spaces, if available, are properly maintained and equipped.	
					24. Emergency evacuation procedures are planned.	
					25. All classrooms meet the standards for size of class accommodated.	
					26. Sufficient storage area is provided in all classrooms.	
					27. Sufficient and convenient storage areas are provided for books, instructional materials and supplies, physical education equipment, etc., outside of classrooms.	
					28. The auditorium meets the needs of the school and the community.	
					29. The gymnasium meets the needs of the school and the community in size and equipment.	
					30. Shower facilities are provided for the physical education program.	
					31. The heating plant is located away from student areas and is maintained in a safe, clean and orderly fashion.	
					32. Provision is made for the storage of machinery, grounds equipment and excess school furniture.	
					33. A copy of the latest standards for elementary school facilities (Pennsylvania Department of Education) is available in the building.	

1	2	3	4	5	Building	Comments
					34. The school has a library media center sized to accommodate the enrollment.	
					35. Space in the library area is available for housing instructional audio-visual media materials and equipment.	
					36. Space for professional books and materials is provided.	
					37. The library media center meets the state minimum space recommendations.	
					38. There is a comfortable teacher's lounge large enough to accommodate at least half of the faculty at one time.	
					39. There are men's and women's lavatory and toilet facilities for staff.	
					40. There is a teacher's workroom equipped for typing, duplicating and other normal faculty activities.	
					41. There is adequate administrative office space, including a private principal's office.	
					42. There is an attractive lobby equipped with furniture for waiting.	
					43. There is adequate office and storage space for itinerant professional staff.	
					44. There is an intercommunications system.	
					45. There is a receiving and distribution system for radio and ITV/ETV.	
					46. There is a cafeteria and an adjoining kitchen or other food preparation facilities which meet state standards.	
					47. There is a health suite which includes examination room, toilet and lavatory, bed area for sick children and a nurse's station.	

SCHOOL PLANT: SUMMARY

1. Describe the aspects of the school plant program which are commendable.

2. Describe the aspects of the school plant program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

STAFF - INDIVIDUAL

The purpose of this section is to collect professional information about faculty members.

Each staff member is asked to complete this form carefully and promptly return one copy to the staff committee. The committee will compile the information from all persons. On the basis of the compilation, the committee will make commendations and recommendations which will be part of the final steering committee report.

A. Read all directions carefully and respond to every question. In some cases, it might be necessary to answer with "none" or "zero" in order to show that a question has been considered.

B. Verify each answer. In some cases, it might be necessary to refer to personal records.

C. Supply complete answers. If there is insufficient room to write answers, insert extra sheets.

D. Give data sheets to the chairman of the staff committee.

INDIVIDUAL PROFESSIONAL INFORMATION RECORD

Name ______________________________

Grade or Subject ______________________________ PLEASE PRINT

School ______________________________

Date ______________________________

A. Training

1. Place an "X" in the box that most clearly describes the amount of college/university education you have up to this time:

Four yrs. or Bac.	Bac. plus 15 sem. hrs.	Mas. or Bac. plus 30 hrs.	Mas plus 15 sem. hrs.	Mas. plus 30 sem. hrs.	Mas. plus more than 30 hrs.

2. List the following information concerning each college/ university degree that you have earned:

Name of Degree	College/University	Location	Year Rec'd.

3. If you have not yet completed a degree, check here: ☐

4. Put an "X" in the box that indicates the most recent undergraduate or graduate course that you have taken for credit:

Within one year	1-5 years	5-10 years

5. Are you actively pursuing a degree? ____ What degree? __________
Where? ____________________ What are your specific professional growth plans? ____
____

Individual Professional Information

6. Place an "X" in each column which indicates your major and minor areas of concentration in graduate and undergraduate education.

	Undergraduate		Graduate
	Major	Minor or 18 hrs. plus	Major
a. General Elementary Education			
b. Early Childhood Education			
c. Special Education			
d. Mathematics			
e. Social Sciences--economics, sociology, psychology, history, etc.			
f. Sciences--earth/space sciences, physics, etc.			
g. Administration (Circle one--Elementary; Secondary)			
h. Language Arts			
i. Languages			
j. Guidance/Counseling (Circle one--Elementary; Secondary)			
k. Reading Specialist			
l. Art, Music, Drama			
m. Other (please indicate)			

B. Experience

1. Write in the number of years of teaching experience that you have had in each of the following four categories:

   a. In this district - - - - - - - - - - - - - - - - _____ yrs.

   b. Outside this district, but in Pennsylvania - _____ yrs.

   c. In other states- - - - - - - - - - - - - - - - _____ yrs.

   d. In foreign countries - - - - - - - - - - - - - _____ yrs.

2. In your opinion, in what types of districts did you teach? - Indicate number of years in each.

   a. Urban- _____ yrs.

   b. Suburban - _____ yrs.

   c. Rural- _____ yrs.

3. Write in the total number of committees, projects and other types of activities in which you have engaged in whatever school district you have worked during the past three years. Put a number in each box (the number may be zero) to indicate the number of separate activities in which you have engaged within each of the different categories.

   a. Advisor to the administration - - - - - - - - ☐

   b. Curriculum development- - - - - - - - - - - - - ☐

   c. In-service education- - - - - - - - - - - - - - ☐

   d. Textbook, equipment or instructional materials selection - - - - - - - - - - - - - ☐

   e. Other (please indicate in space provided) - - ☐

   ____

   ____

4. List the specific "field of interest" organizations, civic and professional, to which you currently belong:

   ______________________ ______________________ ______________________

   ______________________ ______________________ ______________________

5. List the offices that you hold or have held and/or other duties in professional associations for which you have been responsible. Indicate the year(s).

__________ __________ __________

__________ __________ __________

6. List the state and/or national professional conventions or conferences which you have attended. Indicate the year(s).

__________ __________ __________

__________ __________ __________

7. List any educational research activities in which you have engaged. Indicate the year(s).

__________ __________ __________

__________ __________ __________

8. List any articles by you that have been published. Indicate the date(s).

__________ __________ __________

__________ __________ __________

9. List any other professional activities, such as workshops and conferences, not covered in any of the above items, in which you have engaged. Indicate the year(s).

__________ __________ __________

__________ __________ __________

10. List any community or neighborhood activities in which you have engaged.

__________ __________ __________

__________ __________ __________

11. List any travel which has enhanced your educational competencies.

Year	Areas

12. What value do you believe came or may come to you, individually, from this faculty self-study?

____

____

____

STAFF

The purpose of this section is to (1) collate professional information about faculty members and (2) direct the staff committee in the preparation of plans for improved patterns of staff utilization and for improved in-service education programs.

I. Faculty Profile

Collect the Individual Professional Information Record from each member of the faculty and enter the data in the faculty profile section. The staff committee should confine its analysis to the total faculty profile rather than on strengths and deficiencies of individuals.

A. Training

1. What per cent of our teachers have earned a bachelor's degree at a college/university in the vicinity of this school district? (Local staff committee decides on meaning of "vicinity." The attempt here is to look at "inbreeding" in the faculty.)

%

2. What is the largest per cent of our teachers who have earned a bachelor's degree from the same institution?

%

____
Name of college/university

3. Of the teachers who have a master's degree, what per cent received it at the same institution from which they earned the bachelor's degree?

%

4. Of the teachers who have earned a bachelor's degree, how recently did they earn it? (Should add across to 100 per cent of those who have the degree.)

0-4 years	5-9 years	10-14 years	15-19 years	20 and over
%	%	%	%	%

5. Of the teachers who have earned a master's degree how recently did they earn it? (Should add across to 100 per cent of those who have the degree.)

0-4 years	5-9 years	10-14 years	15-19 years	20 and over
%	%	%	%	%

6. What types of professional growth have our teachers planned?

7. What kind and amount of professional undergraduate and/or graduate education do our teachers have? (Each row should add across to 100 per cent of all teachers.)

	Undergraduate		Graduate
	Major	Minor or 18 hrs. plus	Major
a. General Elementary Education			
b. Early Childhood Education			
c. Special Education			
d. Mathematics			
e. Social Sciences--economics, sociology, psychology, history, etc.			
f. Sciences--earth/space sciences, physics, etc.			
g. Administration			
h. Language Arts			
i. Guidance/Counseling			
j. Language			
k. Reading Specialist			
l. Art, Music, Drama			
m. Other (please indicate)			

8 . How recently have our teachers taken undergraduate/graduate courses? (Should add across to 100 per cent of all the teachers.)

Within one year	1-5 years	5-10 years
%	%	%

B. Experience

1. How much teaching experience do our teachers have and where was this experience gained? (The percentages in each set of cells should add up to 100 per cent.)

	0	1-5 yrs.	6-25 yrs.	Over 25
In this district	%	%	%	%
Outside this district, but in Pennsylvania	%	%	%	%
In other states	%	%	%	%
In foreign countries	%	%	%	%
In urban districts	%	%	%	%
In suburban districts	%	%	%	%
In rural districts	%	%	%	%

2. What per cent of our teachers have participated in one or more activities within the school district, in each of the following classifications (not directed by the professional organization)?

a. Advisor to the administration (report card committee, etc.) %

b. Curriculum development (writing courses of study, units of work, etc.) %

c. In-service education programs %

d. Textbook, equipment or instructional materials selection committee %

f. What per cent of our teachers have not participated in any school activities listed above? / %/

3. To what specific professional organizations, and in what percentages, do our teachers belong?

______________________ ____% ______________________ ____%

______________________ ____% ______________________ ____%

______________________ ____% ______________________ ____%

______________________ ____% Do not belong to any ____%

4. What per cent of our teachers have held a major office, committee chairmanship or committee membership in any local, state or national professional (general or specific) organizations?

/ %/

5. What per cent of our teachers have attended a state and/or national convention or conference of a professional organization (general or specific)?

/ %/

6. What per cent of our teachers have engaged in one or more educational research activities?

/ %/

7. What per cent of our teachers have had an article published in a professional journal?

/ %/

8. In what other professional activities do our teachers participate?

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

9. What per cent of our teachers have participated in community or neighborhood activities?

/ %/

II. Observations and Recommendations

A. Make observations concerning the professional strengths of the faculty. The observations should serve as guidance in the retention and possible expansion of outstanding practices.

B. Make recommendations to improve the professional quality of the faculty. These recommendations may cover many areas but for the most part they will be concerned with improving the competency of present faculty, with the use of present faculty and with the recruiting of staff members in order to reduce staff deficiencies in competency and in racial or sex quotas.

STUDY AREAS--CONTENT

STUDY AREAS

(Directions continued from page 10)

Suggestions for Using the Content Areas

The items in this category have been stated as concepts to be developed by the end of elementary school. No grade placement is mentioned. Instead, the concept statements express important ideas which are the results of elementary education. These concepts are arbitrarily selected, as are all goals, standards and objectives. They are, however, based upon the best knowledge of acceptable practice and research available to the authors.

The progression of a pupil from one level to another is facilitated by carefully planned curriculum continuums, K-12. While this guide cannot contain a continuum in any subject, the idea of it is an important foundation for the guide. Because of the terminal conceptual statements, primary or early intermediate level teachers may feel that they are unable to work with the guide. By applying the continuum concept, however, it will be possible for these teachers to use the guide effectively. For example, if an item has been worded to indicate a high level concept there is implied a series of antecedent lower level objectives. It is the responsibility of study committee members to know these lower objectives that are necessary to reach the stated concept. Therefore, it is the responsibility of committee members to carefully study the content area. Do this by reading widely, consulting with college and university scholars and with curriculum specialists in the Department of Education.

Then, committee members must carefully examine courses of study, unit outlines, lesson plans and textbook manuals and list the school's series of content objectives and concepts in order to determine if pupils can reach each concept in the guide by following the education continuum of that school. Compare the listing with the guide by using the marking system described on pages 9 and 10. This study is the opinion of the committee members and should be supported by carefully worded comments in the "Comments" column. Discuss frankly with the other observers the assessments that have been made and the evidence on which the markings were based. Adjust markings in light of the agreements to which these discussions lead. A summary should then be made at the end of each content area section. This should be as objective as possible--perhaps after having set the guide aside for a few days.

Using the Instruction Category

The items listed in this category are in behavioral terms and therefore should be observable to a committee member. They should be marked using the system described on pages 9 and 10. As with the content category, specific and comprehensive comments should be made which will substantiate the marks. A summary of commendations and priority recommendations concerning the techniques of instruction should then be added to the Summary Sheet.

A series of classroom visits by the committee member is necessary for the completion of this section. Carefully study the items listed; know what to look for in advance of classroom visits. Visit each classroom several times if possible. Visit with teachers at least once when they have no pupils. Talk with each teacher about the class and teaching techniques. Notice the appearance of the room. Visit several more times and observe actual instruction. Study the effect the teacher has on pupils. Are the techniques psychologically sound? Is the teacher developing pupil behaviors that are listed as objectives in the content category? Are materials, techniques and activities free of sex and racial stereotyping? Be careful not to study only in terms of favorite techniques, but be certain to make note of any methods or techniques used by the teacher which you consider innovative, creative or particularly effective. Add any of these to the listing in the guide.

Using the Equipment and Materials Category

This category lists equipment and materials which are considered to be valuable aids to teaching particular programs. The equipment and materials are generally well known to elementary teachers. In this category, these questions should be asked and answers found:

1. Are the equipment and materials sufficient in quantity and quality to support the kind of program outlined in the content and the instruction categories of the school program?

2. Are equipment and materials maintained in such a way as to insure their effective and safe use by children and teachers?

3. Are teachers proficient in the use of the listed equipment and materials? Do they regularly use them in their classes?

The study of this category should be made using the marking system described on pages 9 and 10. As with the other categories, specific comments should be noted to substantiate the markings and commendations and priority recommendations concerning equipment and materials should be added to the Summary Sheet.

THE ARTS

The arts focus on children as unique individuals who have ideas and feelings. They emphasize the development of personal insights and aesthetic understandings about human values and attitudes that have direct relationship to an individual's self-concept as a creative, discerning person.

The arts involve children in the creative/expressive processes of perceiving, responding, creating, understanding, evaluating and developing skills.

1	2	3	4	5	General concerns	Comments
					1. The written philosophy of the school district recognizes the arts as an integral component of the curriculum and reflects the statement which appears above.	
					2. A comprehensive arts program has been established which includes creative/expressive experiences in each of the following: a. art b. creative dramatics c. creative movement d. music e. writing	
					3. Arts teachers are employed to implement the comprehensive arts program.	
					4. Arts teachers maintain scheduling practices which permit up to one-third of each school day to be devoted to arts experiences.	
					5. Arts teachers are included in the planning and implementing of the general curriculum.	
					6. Arts teachers have scheduled planning time.	
					7. Arts teachers are encouraged to grow professionally through: a. attendance and participation in professional meetings and conferences b. continuing education	

1 2 3 4 5 General concerns — Comments

   c. exploration of and experimentation with innovative arts programs
   d. regular and frequent evaluation of the arts experiences being provided for children

8. Regular in-service programs for the total elementary staff include understanding and planning meaningful arts experiences for children.

9. Funds for arts materials and equipment are budgeted on a parity with other curricular areas.

10. Facilities are available within or near the school for:

    a. art
    b. creative dramatics, creative movement
    c. multi-media perceptual experiences
    d. general music
    e. instrumental music

11. Provision is made for the identification and further development of the talented students in the art or arts of their preference.

General content

An examination of course guides, units of study and plans indicates that the following concepts are being developed throughout the comprehensive arts program:

1. Ideas for the arts come from within the individual, therefore an individual's personal thoughts, feelings and moods are valuable and should not be cause of embarrassment or ridicule.

1 | 2 | 3 | 4 | 5 **General content** **Comments**

2. Individuals accept and value diverse expressions--those different from their own.

3. Media and process are chosen by the individual because they "suit" personal expression.

4. The artist is willing to try new ideas, processes, materials and tools.

5. The arts of the past and present express human values and attitudes.

6. Artists (writers, composers, dancers, etc.) critically analyze their work while it is in process and when it is completed.

7. The arts are vital parts of learning and living rather than isolated experiences.

8. Doing, learning about and evaluating the arts are pleasurable experiences.

Additional local content concepts

9.

10.

11.

General instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used at the comprehensive arts programs:

1. Children become consciously aware of light, space, sound, motion and time through numerous and various sensory experiences such as:

2	3	4	5	General instruction	Comments

- a. collecting, categorizing and displaying actual examples from the environment
- b. exploring (moving through, listening, taping, etc.) designated areas of environment under different weather conditions, times of day, from different viewpoints
- c. matching photographs of textures with actual objects with objects they touch
- d. multi-media experiences designed to emphasize particular arts elements and to stimulate ideas and feelings

2. Children are motivated or stimulated to enjoy, to know about and to do the arts through such activities as:

   - a. developing and discussing bulletin boards, art exhibitions or displays of crafts
   - b. viewing film, filmstrips, 8mm loops and slides individually as well as in groups
   - c. conversing with artists (sculptors, cabinet makers, composers, musicians, etc.)
   - d. visiting places of arts interest such as galleries and museums
   - e. exploring experiences in all the arts areas
   - f. borrowing photographs, art prints, records and reproductions for home use
   - g. thinking toward unusual and imaginative combinations of light, sound, motion, space and time
   - h. listening to stories and poetry of high quality
   - i. improvising on themes or situations, playing interaction games and observing closely the reactions of participants
   - j. studying commercially produced art objects to make aesthetic judgments

3. Children use tools, materials, instruments and equipment safely.

1 | 2 | 3 | 4 | 5 General instruction Comments

4. Teachers make attentive, positive observations of each child's contribution in the arts; adult standards are not used.

5. Teachers guide children to recognize the strengths in their own art, to set personal goals and to build upon competencies.

6. Teachers value the uniqueness of each child's thoughts, feelings and moods.

7. Lesson preplanning and preparation are evidenced by:

   a. provision of motivational and stimulation experiences
   b. provision for learning about, doing and evaluating
   c. provision for coherence among experiences
   d. provision for follow-up experiences, to be implemented by the classroom teachers, which will reinforce and supplement the arts program maintained by the arts specialists
   e. provision for set-up and clean-up time
   f. provision for needs and interests of children

8. Performances and exhibitions include contributions of every child.

Additional instructional practices observed

9.

10.

11.

ART (Painting, Drawing, Ceramics, Printmaking, Sculpture, Photography and Film-making)

1 2 3 4 5 Content Comments

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the art program:

1. Artists of all cultures have been and are challenged by the relationships of the elements of light, space and texture.

2. The quality of an art product is dependent upon the relationships among elements (light, space and texture), principles (contrast, unity, etc.) and the artist's personal ideas, feelings and moods.

3. Art has a specific vocabulary which is used to describe elements, principles, products, processes, materials, tools and techniques. (See addendum to the arts)

4. Artists use a variety of tools, each of which has been designed to best serve a specific purpose.

5. Artists use a variety of materials, each of which has particular qualities that influence the results of an artistic endeavor.

6. All materials have potential beauty as art materials; the artist must predict the results of using a particular material or combinations of materials.

7. Artists use a variety of techniques, the selection of which is dependent upon personal ideas and feelings.

Additional local content concepts

8.

9.

1 | 2 | 3 | 4 | 5 Content Comments

10.

11.

Equipment and materials

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and used in the art program:

1. Art room, classroom or activity center containing:
    a. working space for a variety of two- and three-dimensional art activities
    b. sink with running water with drain with plastic trap
    c. work tables and areas for large art work or committee work
    d. storage space for art work which is in-process
    e. storage space to shelve and hold art supplies, including moist clay
    f. storage space for resource materials
    g. lighting and ventilation facilities for comfortable working conditions
    h. room darkening devices and electrical outlets for visual aid equipment
    i. exhibition space for two- and three-dimensional work
    j. chalkboard (portable or stationary)

2. Comfortable furniture of various sizes provides space and smooth working surface for every child.

3. Materials for two- and three-dimensional projects (See addendum).

1	2	3	4	5	Equipment and materials	Comments
					4. Tools for two- and three-dimensional projects (See addendum).	
					5. Equipment that facilitates an art program for two- and three-dimensional projects: a. easels b. kiln for ceramic firing c. puppet stage d. silk screen frames e. printing press f. dark room for photography g. loom h. potter's wheel i. sewing machine j. cameras (still and moving) k. enlargers	
					6. Resource materials for art appreciation that includes history of art.	
					7.	
					8.	
					9.	

CREATIVE DRAMATICS

1 2 3 4 5 **Content** **Comments**

An analysis of course guides, units of study and plans indicates that the following concepts are being developed in the creative dramatics program:

1. In an improvisational experience people must be receptive and responsive to the intellectual, emotional and physical actions or reactions of people around them.

2. Full consideration and exploration of the ideas advanced by each member of the group are necessary for a quality productive improvisational experience.

3. Light, space, motion, time and sound are natural phenomena with which the actor and author deal.

4. Emotions are shown through the use of the voice and body in correlation with selected natural phenomena.

5. Playwrights and actors draw upon their personal feelings and experiences for creative purposes.

Additional local content concepts

6.

7.

8.

9.

1 | 2 | 3 | 4 | 5

Equipment and materials

Comments

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and used in the creative dramatics program:

1. A classroom or activity center with:
    - a. provision for a flexible open playing-working-moving space of 36 square feet per student
    - b. provision for effective and simultaneous use of such audio-visual devices as slides, movie, opaque and overhead projectors, television camera, mixer and recorder and appropriate sound recording and play-back equipment
    - c. student-manipulable step and platform units and folding burlap or cork-board screens adequate to scenic suggestion
    - d. a Polaroid camera, film supply and accessories
2. Materials commonly employed in established creative drama programs (See addendum).

CREATIVE MOVEMENT

1 2 3 4 5 **Content** **Comments**

An analysis of course guides, units of study and plans indicates that the following concepts are being developed in the creative movement program:

1. Creative movement is a creation of the child, an improvisation of movement rather than perfection of a specific movement.
2. Every person can spontaneously express ideas, moods and feelings through movement.
3. Creative movement involves different modes, directions, tempos and combinations of these.
4. Informal or nonrhythmic movement patterns may lead to more formalized expressions.
5. The quality of a movement experience is dependent upon the relationship between (a) the natural phenomena (space, light, time, motion, sound) and the individual's personal ideas, feelings and moods and (b) the responses of individuals to one another.

Additional local content concepts

6.

7.

8.

1 2 3 4 5

Equipment and materials

Comments

An examination of instructional equipment indicates the following items are available in adequate quantity, of high quality, in good repair and are used in the creative movement program:

1. A space adequate for each class to use in exploring the entire range of movement.
   - a. a floor on which it is safe to lie, run and go unshod
   - b. a percussion instrument available when tempo is to be marked
   - c. recordings of unique or unusual sounds; appropriate playback devices

2.

3.

MUSIC

1 2 3 4 5

Content

Comments

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the music program:

1. Music is an expressive language which uniquely conveys thoughts and feelings.
2. Music allows individual creative fulfillment.
3. Music portrays the past and the present in all cultures.
4. Music consists of four basic elements--pitch, intensity, duration and timbre--which can be organized to produce rhythm, harmony, melody, form, expression and style.
5. Music has a specific vocabulary.[1]

Additional local content concept

6.

7.

8.

Instruction

In addition to the applicable techniques in the General Instruction section, an analysis of actual classroom practices indicates that the following special techniques are among those being used in the music program:

1. Children are taught to use the singing voice properly.

---

[1] Elementary Music Guide for Classroom Teachers, Pennsylvania Department of Education, 1970; glossary, pp. 263-275.

1	2	3	4	5	Instruction	Comments
					2. Children sing in unison.	
					3. Children learn to sing two- and three-part harmony.	
					4. Children are encouraged to strive for and maintain an acceptable accuracy in singing; assistance is tactfully given to all pupils who are not yet certain of their pitches while singing.	
					5. Children can make and use simple percussion melody instruments.	
					6. Children have an opportunity for study on a musical instrument, either individually or in small groups.	
					7. Children who have begun study on musical instruments are provided instruction.	
					8. Children learn to recognize musical instruments by sound (timbre), appearance and use in solo or ensemble.	
					9. Children participate in vocal and instrumental music organizations.	
					10. Children discuss great artists, composers and their works.	
					11. Children read and demonstrate the use of musical notations.	
					12. Children understand and demonstrate simple forms of musical composition.	
					13. Children study music theory in relation to the music being learned, not in isolation.	
					Additional instructional practices observed	
					14.	

1 | 2 | 3 | 4 | 5 Instruction Comments

15.

16.

Equipment and materials

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, in good repair, of high quality and used in the music program:

1. In each classroom where music instruction is provided:
   a. basic music series with teachers' manuals
   b. audio-visual materials for the music series in use
   c. supplementary song books
   d. pitch pipe
   e. staff liner for chalkboards
   f. manuscript paper
   g. a piano in good working condition
   h. a variable speed record player
   i. tape recorder

2. In each elementary building's library/media center or music lab.
   a. recording and playback equipment
   b. projection equipment
   c. videotape equipment
   d. music stands
   e. multiple headsets
   f. pianos
   g. tapes and cassettes
   h. recordings (jazz, ethnic, classical, etc.)
   i. overhead transparencies
   j. films, slides and filmstrips
   k. videotapes
   l. triangles
   m. cymbals

1	2	3	4	5	Equipment and materials	Comments
					n. tambourines	
					o. maracas	
					p. claves	
					q. cowbells	
					r. sleighbells	
					s. woodblocks	
					t. temple blocks	
					u. recorders	
					v. resonator bells	
					w. autoharps	
					x. guitars	
					y. bongo drums	
					z. conga drums	
					aa. snare drums	
					bb. bass drums	
					cc. sticks, beaters, mallets	
					dd. adequate facilities for large ensemble rehearsals	
					ee. sufficient number and variety of band and orchestral instruments to insure balance in instrumental organizations	
					ff. sufficient music for chorus, band and orchestra	
					gg. basic electronic equipment and materials available to students for use in generating, modifying and organizing sounds into musical compositions	
					hh. areas (stations) for skills, listening, strategy work, recitals and practice	
					ii. carrels, tables, chairs which are light, easily moved and storable	
					jj. ample cabinet and storage facilities	

ADDENDUM: ARTS

1. Art: vocabulary

Space:

____ a. line
____ b. shape
____ c. mass
____ d. area
____ e. overlap
____ f. volume
____ g. large
____ h. small

Light:

____ a. shadow
____ b. color
____ c. intensity
____ d. hue
____ e. value
____ f. transparent
____ g. opaque
____ h. translucent
____ i. matte

Texture:

____ a. soft
____ b. hard
____ c. pliable
____ d. smooth
____ e. rough
____ f. dry
____ g. wet
____ h. jagged
____ i. fuzzy

Principles:

____ a. unity
____ b. variety
____ c. rhythm
____ d. movement
____ e. direction
____ f. contrast
____ g. balance
____ h. focus
____ i. proportion
____ j. repetition

Processes and techniques:

____ a. incising
____ b. intaglio
____ c. sculpting
____ d. glazing
____ e. knotting
____ f. subtractive weaving
____ g. wash
____ h. scumbling
____ i. collage
____ j. developing
____ k. enlarging and printing

Tools and materials:

____ a. construction paper
____ b. yarn (2 ply, 3 ply, 4 ply)
____ c. cord
____ d. clay (earth, modeling)
____ e. vise
____ f. awl
____ g. rasp
____ h. brushes (flats, brights)
____ i. aperture
____ j. film qualities
____ k. developing chemicals

2. Art: materials for two- and three-dimensional projects:

a. paper; all kinds
b. cardboard
c. pencils and pens
d. cloth; felt and other fabrics
e. wood
f. metal; foil, plate, wire
g. plaster

- h. clay
- i. paint; water, textile, tempera, oil, shellac, acrylic
- j. ink; drawing, printing
- k. chalks, charcoal, pastels
- l. leather
- m. plastic
- n. reed
- o. paint thinners
- p. linoleum blocks
- q. pins and fasteners
- r. glues and pastes
- s. screws and nails
- t. crayons
- u. pipe cleaners
- v. tape
- w. string and rope
- x. yarn

3. Art: tools for two- and three-dimensional projects:

- a. hammers and mallets
- b. scissors
- c. rulers
- d. compasses
- e. paper cutter
- f. staplers
- g. pencil sharpeners
- h. pliers
- i. saws (metal, wood)
- j. vises and clamps
- k. brushes; all kinds
- l. knives
- m. files
- n. screwdrivers
- o. brayers
- p. needles

4. Creative drama: materials commonly employed in established creative drama programs:

- a. colored paper, cloth and perforated plastic sheets
- b. basic costumes such as hat bodies, aprons, sashes, jerkins
- c. stretch-fibre tools
- d. basic playthings, balls, bean-bags, etc.
- e. assorted lengths of sash cord, ribbons and yarn; thread; pins
- f. common unprepared food stuffs

g. common household utility tools and cleaning equipment
h. 3'0" dowel lengths
i. vibrantly colored floor mats or rug samples, approximately 2' x 2'
j. records, audio tapes or cassettes of rhythmic or mood music
k. kraft paper in 3'0" wide rolls
l. soluble white paste
m. small vibrantly colored pillows
n. sample color media books (plastic preferred over gelatin)
o. motivational and source files: pictures, drawings, etc.

ARTS: SUMMARY

1. Describe the aspects of the arts program which are commendable.

2. Describe the aspects of the arts program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

COMMUNICATIONS

There should be a district language arts or communications guide which carefully delineates scope and sequence within the framework of necessary flexibility. It should be a continuous program in which the skills at one level are built upon skills mastered at the previous level. These skills should be developed to the extent of each pupil's capacity.

Effort should be made to balance the input areas of communication, such as listening, reading, observing and vocabulary development with the output areas of communication, such as speaking, graphic arts, writing, critical and creative thinking. There must be evidence that children have ample opportunities to see the relationship of listening, speaking, writing and reading.

Children whose native language is other than English shall be provided with the opportunity to learn the communication skills of listening, speaking, writing and reading through a carefully planned program directed by a bilingual teacher using specialized learning materials.

1 | 2 | 3 | 4 | 5 Instruction Comments

An analysis of actual classroom practices indicates that the following techniques are among those being used in the communications program.

Listening

1. Children have opportunities to develop listening skills by means of:

   a. poetry
   b. prose
   c. drama
   d. individual reports
   e. book reviews
   f. discussions and debates
   g. story telling
   h. formal listening lessons
   i. assembly programs
   j. conversation
   k. informal listening activities
   l. recordings

2. Children listen, interpret and react to information contained in oral communication.

3. Children follow the flow of ideas over a sustained period of time.

1	2	3	4	5	Instruction	Comments
					Listening	
					4. Children distinguish fact from opinion and inaccuracy.	
					5. Children relate author's ideas to personal experiences.	
					6. Children are encouraged to value and respect what others have to say.	
					7. Children develop auditory discrimination.	
					8. Children are provided opportunities to hear accepted literature well read.	
					9. Children experience pleasure through listening.	
					10. Children visualize and interpret when hearing form class words (nouns, verbs, adjectives and adverbs).	
					11. Children are encouraged to use established classroom listening centers throughout each school day.	
					Additional instructional practices observed	
					12.	
					13.	
					14.	
					15.	
					Speaking	
					1. Children convey their thoughts freely in their home-rooted languages.	
					2. Children distinguish between effective English and poor articulation, enunciation and pronunciation.	
					3. Children are given many planned opportunities to think and speak freely.	
					4. Children are given many planned opportunities to articulate, enunciate and pronounce effective English.	

1	2	3	4	5	Instruction	Comments
					Speaking	
					5. Children are able to convey information accurately.	
					6. Children use language effectively, recognizing the beauty and impact of language in oral communication.	
					7. Children ask questions concisely.	
					8. Children organize and deliver logical responses.	
					9. Children establish rapport and maintain the interest of listeners.	
					10. Children have many planned opportunities to develop the skills of speaking in order to convey information, thoughts and feelings.	
					11. Children are provided opportunities to stimulate and strengthen speaking skills such as: a. group conversations; discussions b. oral reports c. dramatizations d. giving directions e. interviewing f. choral and unison speaking g. speaking before an audience h. class and school announcements i. telephoning j. tape recorded experiences	
					12. Children with special needs in speech and language development are provided with corrective or remedial instruction at all levels.	

1	2	3	4	5	Instruction	Comments
					Additional instructional practices observed	
					15.	
					16.	
					17.	
					Composition	
					1. Children recognize the various functions of words in our changing language and can distinguish between formal and informal language.	
					2. Children use varying word order in sentences and a variety of sentence forms to aid in self-expression and to maintain the reader's interest.	
					3. Children are aware of the use of idiomatic, colloquial and slang expressions as part of our natural heritage.	
					4. Children recognize the importance of paragraphing, including sequential development, through familiarity with a variety of writings.	
					5. Children are taught specific skills of writing individually or in groups as the need arises.	
					6. Children are given many opportunities for carefree, creative and spontaneous writing, including the use of poetic form.	
					7. Children are guided to discover that written composition permits clarification and objectivity of thoughts and feelings.	

1 2 3 4 5 Instruction Comments

Composition (Cont'd.)

8. Children learn that their best writing comes from what they have experienced, not from something that has been imposed upon them.

9. Children's expressions of unique observations, ideas and fantasies are encouraged and respected.

10. Children develop an enthusiasm for writing which allows them to get their ideas on paper before a more acceptable form is required.

11. Children use proofreading skills once they feel secure in expressing their thoughts.

12. Children develop criteria for judging their own work by having available and being exposed to examples of effective writing.

13. Children develop the maturity necessary for judging their own work through specific instruction at appropriate levels.

14. Children demonstrate their understanding of punctuation by correct use of commas, apostrophes, question marks, semicolons, periods, exclamation marks and quotation marks.

15. Children use capital letters appropriately.

16. Children develop functional techniques for note-taking.

17. Children develop an understanding and skill in the use of metaphoric language.

18. Children are encouraged to use a variety of words and language patterns to attract the reader.

19. Children are encouraged to express the same idea in different ways.

1	2	3	4	5	Instruction	Comments

Composition (Cont'd.)

20. Children have access to a variety of materials (resource and audio-visual) to keep curiosity alive and to stimulate expression.

Additional instructional practices observed

21.

22.

23.

Creative Writing

Content

1. Every experience, sensory impression and mood has potential for written expression if an individual is receptive.

2. Ideas for written expression come from within the individual, therefore, an individual's personal thoughts, feelings and moods are valuable and should not be cause of embarrassment or ridicule.

3. The mode (poetic or prose, caligraphic or multi-media) of expression is chosen by the individual because "it suits" personal expressions.

4. The sounds of words are frequently of equal importance with the meanings of words.

5. The quality of a written expression is dependent upon relationships between the elements and the writer's ability to express a particular idea, feeling or mood.

1	2	3	4	5	Content	Comments
					Additional local content concepts	
					6.	
					7.	
					8.	
					Handwriting	
					1. Children begin manuscript writing in the first year and maintain it by practice as a skill.	
					2. Children use legible manuscript writing at all grade levels.	
					3. Children begin cursive writing sometime after the first year and maintain it by practice.	
					4. Children use cursive writing in a fluent, easy style.	
					5. Children's individual needs in handwriting are diagnosed then met through group and individual instruction.	
					6. Children are taught handwriting in relation to other learning activities rather than as an isolated activity.	
					7. Children coordinate writing skills as developed in the school's reading, spelling, English and handwriting programs.	

1	2	3	4	5	Instruction	Comments
					Handwriting (Cont'd.)	
					8. Children recognize handwriting as a needed skill.	
					Additional instructional practices observed	
					9.	
					10.	
					11.	
					12.	
					Spelling	
					1. Children are taught spelling skills in a carefully planned program which is an integral part of all areas of the curriculum.	
					2. Children study words which are appropriate to their levels and which they need to use in their writing activities.	
					3. Children apply a variety of techniques to spell words correctly.	
					4. Children realize that the dictionary is an important aid to spelling.	
					5. Children use the dictionary and other resources to verify the correct spelling and meaning of words.	
					6. Children learn to spell correctly through written as well as oral activities.	

1 | 2 | 3 | 4 | 5 **Instruction** **Comments**

Spelling (Cont'd.)

7. Children are instructed in a variety of techniques for spelling mastery to enable them to discover those which are most effective.

8. Children are provided time for spelling practice on a regular basis and in a manner to insure carry-over beyond immediate recall.

9. Children develop proofreading skills to verify spelling in all writing activities.

Additional instructional practices observed

11.

12.

13.

Reading

Content

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the reading program:

1. Readiness skills must be individually developed in order to afford each child the basis for success in reading:
   a. eye-hand coordination
   b. sensory-motor experiences
   c. visual and auditory discrimination
   d. oral language

1	2	3	4	5	Reading--Content	Comments

- e. concept formation
- f. the desire to read
- g. left-to-right eye-movement
- h. sound-symbol relationships

2. Children's reading growth must be continually appraised through readiness tests, informal reading tests, teacher judgment and standardized reading tests.

3. Initial reading techniques begin only when each child is intellectually, emotionally and physically ready:

   - a. sight-word vocabulary building
   - b. dictating experience stories
   - c. individual and group instruction as necessary
   - d. basal, individualized, library, other printed and duplicated materials use introduced as necessary

4. Children must be provided specific instruction in skill development using a wide variety of techniques.

5. Word-recognition skills are necessary to the decoding process:

   - a. using picture clues
   - b. using context clues
   - c. using general configuration clues
   - d. using letter details
   - e. using phonics
   - f. using structural analysis
   - g. using phrase recognition
   - h. using dictionaries or glossaries

6. Comprehension skill building is basic to the reading-thinking process.

1 | 2 | 3 | 4 | 5 **Reading--Content** **Comments**

7. Interpretive reading skills are some of the comprehension skills:
   a. making inferences
   b. making generalizations
   c. seeing cause and effect
   d. identifying a purpose for reading a selection
   e. seeing relationships
   f. distinguishing fact from opinion
   g. identifying sequential order
   h. literally interpreting material read

8. Critical reading skills are some of the comprehension skills and are essential to the reading-thinking process:
   a. making judgments
   b. evaluating what the author has written
   c. making, confirming or rejecting an hypothesis
   d. getting the literal meaning from a selection.

9. Locational and organizational skills are study skills which complement reading and enable the reader to extend information.

10. Locational skills help the reader to secure the spelling, pronunciation and meanings of words from a dictionary:
    a. alphabetizing
    b. using guide words
    c. respelling phonetically
    d. selecting appropriate meaning
    e. using other aids (diagrams, pictures, maps, etc.)

11. Locational skills also help the reader to secure needed information from other sources:
    a. using the table of contents, index, glossary
    b. using reference books (atlases, globes, almanacs, yearbooks, etc.)
    c. using the card catalog and Readers' Guide

1 | 2 | 3 | 4 | 5 **Reading--Content** **Comments**

12. Organizational skills help the reader to arrange, coordinate and classify information:

    a. taking notes
    b. outlining
    c. writing a summary of the material in one or several books
    d. preparing a bibliography

13. Children's individual differences must be met through individual instruction and flexible grouping, according to the needs and interests of each child.

14. Children with special needs in reading must have corrective or remedial instruction at all levels.

15. Children must develop and apply reading skills specifically to special curriculum areas such as science, mathematics, etc.

16. The reading program must develop in children a life-long appreciation for reading and its benefits.

Additional local content concepts

17.

18.

19.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the reading program:

1	2	3	4	5	Instruction	Comments
					1. Children develop readiness skills as needed.	
					2. Children recognize the relationship between letters in printed words, sounds and in spoken words.	
					3. Children's reading growth and development is continually appraised through readiness tests, informal testing procedures, reading test, teacher judgment and standardized tests.	
					4. Children recognize certain words as a sight vocabulary.	
					5. Children are provided many opportunities to dictate group or individual stories.	
					6. Children use their experience stories, either dictated or written, as a means of oral language development or as a basis for reading instruction.	
					7. Children are provided programs of both individual and group instruction.	
					8. Children read aloud for specific purposes.	
					9. Children develop an expanding hearing, speaking and sight vocabulary.	
					10. Children develop and use word-recognition skills, comprehension skills and additional study skills such as locational and organizational skills.	
					11. Children's individual needs are met through flexible planning for individual and/or group instruction.	
					12. Children's needs are met through multi-sensory techniques.	
					13. Children with special needs in reading have corrected or remedial instruction.	
					14. Children develop and apply reading skills specific to other areas of the curriculum, i.e., science, mathematics.	

1	2	3	4	5	Instruction	Comments
					15. Children vary their rates of reading according to their purposes and the material.	
					16. Children are provided many opportunities during the school day for independent reading using a wide variety of materials.	
					17. Children are given guidance in reading widely in contemporary and classical literature.	
					18. Children read for recreation, for information and to interpret and appreciate literature in prose and verse form.	
					19. Children's reading experiences lead to activities in various forms: drama, music, dance, art or other means of creative expression or composition.	
					20. Children are encouraged to make effective use of the library/media center and other reading centers or stations in the classroom.	
					Additional instructional practices observed	
					21.	
					22.	
					23.	
					24.	

1 2 3 4 5

Foreign Languages

Comments

Content

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the foreign languages program:

1. Foreign language programs

    a. The elementary school foreign language study program is part of the sequential language arts K-12 continuum and is available to all children in the district.

    b. When learning a foreign language, children must first develop skills in understanding and in speaking it.

    c. Children may, in later elementary school years, develop skills in reading and writing the foreign language with an expansion of vocabulary and cultural concepts.

    d. Through foreign language instruction, children develop an appreciation of other languages and cultures.

    e. A wide variety of instructional techniques and materials can be employed to present foreign language content.

Additional local content concepts

f.

g.

h.

1 2 3 4 5

Foreign Languages--Content

Comments

2. Bilingual or ESL (English as a Second Language) programs

   a. Bilingual or ESL instruction is provided for any group of 20 or more students in a language category whose native language is not English. (See the guidelines for such programs which accompanied School Administrators' Memorandum No. 515, May 18, 1972.)

   b. Non-English speaking children receive initial reading instruction in their mother tongue or that in which they have oral-aural competancy.

   c. Non-English speaking children receive instruction in listening, speaking, reading and writing English as their developmental levels permit.

   d. Bilingual or ESL programs include daily activities in which the non-English speaking children are together with their Anglo peers.

   e. Bicultural experiences for all children develop a multi-facted awareness and understanding of the cultural heritage and customs of various ethnic groups within the school and community.

   f. Staffing and special services patterns for bilingual or ESL programs follow the Pennsylvania Department of Education guidelines.

Additional local content concepts

   g.

   h.

   i.

1	2	3	4	5	Instruction	Comments

An analysis of actual classroom practices indicates that the following techniques are among those being used in the foreign languages programs:

1. All children have the opportunity to participate in a sequential K-12 foreign languages program.

2. Children interpret specific information contained in oral communication in the target language within the limits of vocabulary, structure and knowledge of speech variation to which they have been exposed.

3. Children translate oral directions given in the target language into mental and/or physical actions.

4. Children interpret attitudes from oral and kinesic signals associated with the target language and its native speakers.

5. Children attain oral proficiency in the target language through a variety of methods, such as various types of drills, choral responses, conversations and discussion groups.

6. Children impart specific information in a manner totally comprehensible to native speakers of the target language.

7. Children express kinesic and other cultural signals and attitudes associated with the target language.

8. Children achieve mastery of the basic sounds and structure of the target language before reading is introduced.

1	2	3	4	5	Instruction	Comments
					9. Children understand, interpret, explain, summarize and answer specific questions on a given reading selection in the target language appropriate to their degree of exposure to instruction in that language.	
					10. Children spell the words of the target language accurately, including correct use of diacritical markings, within the limits of their exposure to that language in its written form.	
					11. Children efficiently construct interesting sentences and paragraphs within the limits of the degree of exposure to the spoken and written forms of the target language.	
					12. Children's writing progresses from simple copying, to controlled writing, to creative production of sentences and paragraphs within their degree of exposure to the spoken and written forms of the target language.	
					13. Children participate in bicultural activities in the school and the community.	
					14. Children appreciate the similarities and differences among cultures.	
					15. Children's individual learning needs and interests are satisfied through individualized or group instruction.	
					16. Children make effective use of the library/media center and/or portable audio-visual equipment and materials.	
					17. Foreign language teachers have special qualifications, preparation and/or certification.	
					18. Other classroom teachers are trained to present follow-up lessons.	

1 | 2 | 3 | 4 | 5 **Instruction** **Comments**

Additional instructional practices observed

19.

20.

21.

Equipment and materials

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality and used in the communications program:

1. A variety of books.
2. Anthologies of prose and poetry.
3. An adequate supply of dictionaries to meet the needs of children at all levels of learning.
4. Materials and/or books to help develop language skills.
5. Language diagnostic tests and handwriting scales.
6. A specimen set of alphabet letters and numbers in every classroom at eye level.
7. Reading materials include:
    a. manuals and guides for teachers
    b. materials and/or books to help develop readiness at all levels
    c. books written at all levels of difficulty so that the child's reading is developed sequentially

1	2	3	4	5	Equipment and materials	Comments
					d. materials for practicing skills. These materials should be such that pupils can do the work independently after having been taught the skill	
					e. multi-level materials for developing reading skills such as word cards, phrase cards and appropriate games	
					f. a variety of concrete objects to enhance concept formation	
					8. Adequate materials for the recording of experience stories, both group and individual.	
					9. Professional books in language arts instruction and professional journals in the language arts.	
					10. A primary typewriter.	
					11. A wide variety of audio-visual equipment and materials.	
					12. Additional equipment for optional foreign language, bilingual or ESL programs:	
					a. Real items such as hand puppets, native dress, house models, figures, etc., which accurately reflect a native culture.	
					b. Foreign language records and tapes.	
					c. Record player, tape recorder (the latter with multiple headset attachments).	
					d. Portable language laboratory or electronic listening facilities.	
					e. Foreign language games.	
					f. Adequate foreign language classroom library materials, including picture books which mirror the native culture, books, songbooks, magazines, newspapers, picture dictionaries appropriate to the age of the pupils and their level of instruction.	

1	2	3	4	5	Equipment and materials	Comments
					Additional resource materials	
					13.	
					14.	
					15.	

COMMUNICATIONS: SUMMARY

1. Describe the aspects of the communications program which are commendable.

2. Describe the aspects of the communications program which are unsatisfactory. Make specific recommendations for the improvement of this program.

ENVIRONMENTAL EDUCATION

Environmental education is interdisciplinary in nature and should be a part of the curriculum for all students. The scope of the subject calls for the expertise of many teachers, parents and community members in developing and conducting a program within the school district which meets the school communities' needs. Environmental education should instill in the students a recognition of their interdependence with the environment, both manmade and natural and of their responsibility to maintain an environment fit for quality living.

1	2	3	4	5	General concerns	Comments
					1. Environmental education is an integral part of the total school curriculum.	
					2. Evaluation of the environmental education program stimulates investigation of deficiencies and has resulted in changes in the program.	
					3. The environmental education program is planned cooperatively by pupils, teachers, parents, administrators and community members.	
					4. The school district has an appointed environmental education coordinator.	
					5. The environmental education coordinator attends workshops, seminars or conferences on environmental education.	
					6. Teachers receive continuous in-service training in new approaches to teaching environmental education.	
					7. Environmental education reveals deficiencies as well as resource potential in the local community.	
					8. Environmental education goes on after school, during weekends and vacations.	
					9. All teachers use environmental education concepts in their programs:	
					a. Art	
					b. Communications	
					c. Health	

1 2 3 4 5 General concern Comments

d. Mathematics
e. Physical education and safety
f. Practical arts
g. Science
h. Social sciences

Content

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the environmental education program:

1. People affect and are affected by the world around them.

2. Good environmental programs are interdisciplinary and encompass the broad scope of human experience.

3. Environmental decisions involve a system of trade-offs designed to maintain the quality of life with a minimum impact upon the environment; risks must be balanced against potential benefit to produce the greatest good to the greatest number.

4. Children must develop along environmental behavior patterns to become self-reliant, responsible, motivated members of society who consider rational processes to improve the quality of life.

5. Scientific application of resource control, urban planning and public education are some of the attempts which have been made to solve environmental problems such as 1) utilization of natural resources; 2) land, air, water and sound pollution and 3) the environmental effects of providing an increasing population with an adequate quality of life through the provision of a sufficient material and energy base.

6. Past and present local, state and national environmental problems and solutions are an integral part of environmental study.

Additional local content concepts

7.

1 | 2 | 3 | 4 | 5 **Instruction** **Comments**

An analysis of actual practices indicates that the following techniques are among those being used in the environmental education program:

1. Children have planned functional environmental education experiences such as:
    a. field trips
    b. making ecological surveys
    c. gardening experiences
    d. visiting natural resource agencies
    e. conducting research on local pollution control
    f. viewing films and filmstrips
    g. reading pamphlets, brochures
    h. hearing lectures
    i. visiting local businesses, industries and water, sewage and solid waste facilities
    j. participating in discussions with local naturalists, land planners, hobbyists and other avocational experts in environmental studies

2. Children's environmental education experiences take place in:
    a. the classroom
    b. the school building and grounds
    c. the community

3. Children's environmental education studies include:
    a. discovery
    b. observation
    c. research
    d. experimentation
    e. problem solving

4. Children coordinate indoor and outdoor environmental education studies and activities.

5. Children are actively involved in environmental education study and activities and show a positive interest in them.

6. Children orally express their feelings toward wholesome conservation practices.

1	2	3	4	5	Instruction	Comments
					Additional instructional practices observed	
					7.	
					8.	
					9.	

ENVIRONMENTAL EDUCATION: SUMMARY

1. Describe the aspects of the environmental education program which are commendable.

2. Describe the aspects of the environmental education program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

HEALTH

A well-defined sequential health program which includes the areas outlined in the Conceptual Guidelines for School Health Programs in Pennsylvania should be an integral part of the school curriculum and an essential element in the general education of all students. It should contribute to the physical, social, emotional and mental development of each child. The content and intent of the health program must be understood by pupils, teachers, administrators and parents.

1	2	3	4	5	Content	Comments
					An examination of course guides, units of study and plans indicates that the following concepts are being developed sequentially:	
					1. Optimal body functioning is maintained by cleanliness and other good health habits.	
					2. The various body senses need special care in order to function properly.	
					3. Good nutrition - a balanced diet and proper eating habits - are essential to proper body growth and development.	
					4. The parts and functions of the organs and systems of the body are related and interdependent.	
					5. There are specific causes, symptoms and effects of all common communicable and noncommunicable diseases.	
					6. Community health responsibilities include immunization, environmental control, health agencies and hospital and other medical services.	
					7. Drugs, narcotics and common household chemicals have appropriate uses but are potentially dangerous when used improperly.	
					8. Emotions and attitudes influence mental health and body functions.	
					9. Human sexuality and human behavior are closely interrelated.	

1 2 3 4 5 Additional local content concepts Content

10.

11.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the health program:

1. Children define good health habits and explain their importance to optimal body maintenance.
    - a. proper posture
    - b. adequate rest and sleep
    - c. adequate exercise
    - d. adequate fresh air and sunshine
2. Children recount the meaning of cleanliness and its role in maintaining optimal body functioning.
3. Children recount the parts and functions of the various body senses and the special care needed for their maintenance.
4. Children define nutrition and relate its meaning to the following:
    - a. balanced diet dealing with the four basic food groups
    - b. body growth and development
    - c. proper eating habits
5. Children explain the parts and functions of the organs and systems of the body, their relationship and interdependence.
6. Children report the causes, effect and prevention of common noncommunicable and communicable diseases.

1	2	3	4	5	Instruction	Comments
					7. Children list and describe community health responsibilities including immunization, environmental control, health agencies and hospital and medical services.	
					8. Children demonstrate an ability to distinguish between drugs, narcotics and common household chemicals which have appropriate uses, yet are potentially dangerous when used improperly.	
					9. Children identify, list and compare the variety of narcotics and dangerous drugs.	
					10. Children compare and contrast the effects of stimulants and sedative drugs on the body and its functions.	
					11. Children demonstrate a knowledge that medically prescribed drugs and volatile substances can contribute to long-range good health for mankind.	
					12. Children discover and interpret the factors which contribute to drug use and/or abuse.	
					13. Children demonstrate a knowledge of the laws governing drugs and narcotics.	
					14. Children define mental health and relate the influences and effects of emotions and attitudes on body functions.	
					15. Children demonstrate the ability to make proper judgments by analyzing facts objectively and accurately and then acting accordingly.	
					16. Children's daily school experiences advance initiative, self-direction and personal autonomy.	
					17. There is an atmosphere in the school which builds respect and understanding resulting in an acceptance attitude toward one another.	

1	2	3	4	5	Instruction	Comments
					18. Children generally show a positive self-image which reflects a success-oriented learning environment.	
					19. There is a general indication that children are self-motivated and that the structure of the school enhances this concept.	
					20. Feelings of children are respected.	
					21. Children establish and interpret the relationship between sexuality and behavior.	
					22. Children define sexuality.	
					23. Children examine and evaluate human capacity to love and respect.	
					24. Children interpret and evaluate group interaction as it relates to human sexuality.	
					25. Children demonstrate a knowledge of and an appreciation for the process of procreation at their level of understanding.	
					26. Children list and describe vocabulary relating to the anatomy and process of human reproduction.	
					27. Children recognize, analyze and evaluate the problems of growing up physically, socially, spiritually, emotionally and intellectually.	
					28. Children describe and interpret the psychological and physiological changes which take place in the body and the variance with which the rate of growth differs in each individual.	
					29. Children evaluate interpersonal relations, social mores, authority and respect for others.	
					30. Children demonstrate a knowledge of the effect which the endocrine glands have on behavior.	

1	2	3	4	5	Instruction	Comments
					31. Children consult many sources for information before arriving at solutions.	
					32. Projects include activities which vary in length of time.	
					33. Effective use is made of the library/media center.	
					34. Effective use is made of resource people.	
					35. Field trips are taken.	
					36. There is evidence of teacher-pupil planning.	
					Additional instructional practices observed	
					37.	
					38.	
					39.	
					40.	

Equipment and materials

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and are used in the health programs.

1. Charts
2. Models
3. Professional books

1	2	3	4	5	Additional resource materials	Comments
					4.	
					5.	
					6.	

HEALTH: SUMMARY

1. Describe the aspects of the health program which are commendable.

2. Describe the aspects of the health program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

MATHEMATICS

The elementary mathematics program should give children the opportunity to live with the mathematical aspects of the environment in meaningful situations so that they discover its structure, meaning, language, laws and principles and the way in which mathematics as a system functions to meet human needs. These experiences must be provided for children at the level of their maturity. In learning mathematics, the elementary school child is placed in the most creative of situations. The child goes through the stages of participating and exploring materials, gains insight into concepts and algorisms and learns through directed discovery.

1 | 2 | 3 | 4 | 5 **Content** **Comments**

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the mathematics program:

1. Children should demonstrate, to the best of their abilities, an understanding of the following:
    a. Basic concepts related to the nature of numbers, numerals, sets, ordering, one-to-one correspondence, place value and number theory.
    b. Mathematical language and the symbolic representation of numbers.
    c. Forms of notation--nondecimal, decimal, expanded and exponential.
    d. Computational skills involving the four fundamental operations and their interrelationships--addition, subtraction, multiplication and division with rational numbers.
    e. Binary and inverse operations.
    f. Mathematical symbols.
    g. Common and complex fractions, decimal fractions, per cents and ratios.
    h. Estimation.
    i. Charts and graphs.

1 2 3 4 5 Content Comments

j. Basic and special properties--closure; order; commutative; associative and distributive principles; identity and zero elements.

k. Properties and names of geometric figures.

l. Fundamental concepts such as points, line and line segments, space, angles, rays, areas and volume.

m. Common units of linear, area, volume and weight measurement and their uses including dry, liquid, money and time measurement.

2. The metric system of measurement is used throughout the world and should be introduced in the elementary school.

3. The mathematics curriculum should provide instruction in quantitative relationships and skills for solving daily problems as well as a foundation for advanced study in mathematics.

Additional local content concepts

4.

5.

6.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the mathematics program:

1	2	3	4	5	Instruction	Comments
					1. Children participate in planning and selecting mathematics activities, both for groups and individuals.	
					2. Children participate in learning experiences through exploration, discovery, trial and error.	
					3. Children learn mathematics concepts in spiraling successive levels with only valid repetition.	
					4. Children and teachers have access to reference, enrichment and other supplementary books.	
					5. Children use textbooks as guides rather than as devices to be followed verbatim.	
					6. Children appreciate mathematics as a part of our cultural heritage and its role in contemporary society.	
					7. Children are given diagnostic and/or achievement tests whenever necessary.	
					8. The mathematics curriculum is evaluated in light of the school's philosophy and objectives.	
					9. The K-12 mathematics scope and sequence curriculum reflects periodic curriculum updating.	
					10. Staff is provided retraining through local in-service programs, institutes and graduate study.	
					11. Community interest groups, parents, students and school officials are provided with information as to the nature of the K-12 mathematics program.	
					12. Community resources are used for the vitalization of instruction.	
					13. An elementary mathematics laboratory provides for storage of and ready access to a collection of mathematics equipment and materials.	

1	2	3	4	5	Instruction	Comments
					Additional instructional practices observed	
					14.	
					15.	
					16.	
					17.	

Equipment and materials

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and are used in the mathematics program:

1. abaci
2. blocks
3. colored rods
4. counting discs, boards and devices
5. counting frame
6. flannel board and cutouts
7. flash cards
8. geometric forms and models
9. graph paper
10. hundred charts or board
11. magnetic board and discs
12. metric chart
13. money--play or real
14. multi-base blocks
15. number fact finders and devices
16. number line
17. number pattern boards
18. dice
19. scales
20. perception cards
21. place value charts, board, pockets
22. vocabulary chart, such as geometric or set terminology

1	2	3	4	5	Equipment and materials	Comments
					23. cash registers	
					24. clocks, timers, stop watches	
					25. hand calculators	
					26. games (homemade and commercial)	
					27. rulers, protractors, compasses	
					28. slide rules	
					29. tapes	
					30. newspapers	
					31. variety of metric and English measures (linear, weight, volume) such as pan balance scale, thermometer, meter stick, calipers, etc.	
					32. overhead film and filmstrip projectors	
					33. transparencies	
					34. film and filmstrips	
					35. materials prepared by teacher or pupils	
					36. supplementary books, periodicals, worksheets, etc.	
					37. geo-boards (homemade and commercial)	
					38. catalogues	
					39. display area	
					40. listening posts	

MATHEMATICS: SUMMARY

1. Describe the aspects of the mathematics program which are commendable.

2. Describe the aspects of the mathematics program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

PHYSICAL EDUCATION AND SAFETY

There should be a well-defined sequential physical education and safety program which is integrated with the total school program. It should be planned to provide sequential development in each activity according to individual skill and maturation.

1	2	3	4	5	Content	Comments
					An examination of course guides, units of study and plans indicates that the following concepts are being developed in the physical education program:	
					1. A well-defined, sequential K-12 physical education program must be coordinated at the school system level.	
					2. Certificated physical education personnel can organize instruction in order to assure that: a. There is evidence of pre-planning and preparation of materials and equipment; b. The maximum value of each activity is secured; c. Classes are small enough and periods long enough to give each child individual and small group instruction; d. Physical education instruction is correlated with other curriculum areas; e. Seasonal considerations, as well as day-to-day weather, affect the selection of learning activities; f. All activities are based on sound safety and health practices.	
					3. Body movement and physical skills in the areas of balance and control, strength, flexibility, agility, timing and depth perception contribute to each child's optimum physical development.	
					4. Group activities such as dancing and rhythmics, creative movement, team games and games of low organization contribute to each child's optimum physical development.	

1 2 3 4 5 Content

Comments

5. A knowledge of the rules of, as well as participation in, individual and dual sports or activities contributes to the maintenance of lifelong physical fitness and an appreciation of desirable recreational pursuits.

6. The ability to swim becomes a personal safety measure as well as a vehicle for maintaining lifelong physical fitness.

7. Children with safety knowledge will practice safety behavior for their own protection and that of persons around them.

8. Children with safety knowledge will apply it in disaster and fire situations at home and school.

Additional local content concepts

9.

10.

11.

12.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the physical education program:

1. All children participate in a planned daily physical education period.

1	2	3	4	5	Instruction	Comments
					2. Children are encouraged and assisted to develop physical fitness and skills as individual capabilities permit.	
					3. Children with handicaps are provided with individual or small group adapted physical education on the basis of physician's instructions.	
					4. Children are tested periodically to measure progress, to provide incentive for personal improvement and to allow the teacher to adjust the program to strengthen areas of weakness.	
					5. Children perceive home-school cooperation which has been built through reports to parents on children's strengths and weaknesses.	
					6. Children are afforded opportunities to develop leadership and followership.	
					7. Children participate in co-educational activities.	
					8. Children participate in field days and/or demonstrations of various phases of the physical education program.	
					9. Children observe dress requirements established for physical education activities.	
					10. Children develop strength, body control, agility and timing through performing tumbling and other gymnastic-type activities.	
					11. Children develop basic natural movements and creative instincts through performing rhythmic activities, singing games, folk dances and creative and interpretive rhythmics and movement.	
					12. Children develop skills and techniques of teamwork, leadership and healthy competition through participating in games of low organization, relays and team games.	

1	2	3	4	5	Instruction	Comments
					13. Children practice good sportsmanship.	
					14. Children practice the rules of game activities.	
					15. Children develop recreational skills and attitudes which will lead to a wise and enjoyable use of leisure time.	
					16. Children are involved in safety planning which is an integral part of planning for any special event.	
					17. Children describe the role of community safety agencies and their part in the school program.	
					18. Children, teachers and other staff members exhibit safety behaviors.	
					19. Children promote school safety by participating in the activities of a well-organized, knowledgeable and efficient pupil safety patrol.	
					20. Appropriate audio-visual materials are used to present portions of the physical education program content.	
					21. Procedures to be used in case of accident are carefully developed in cooperation with school medical personnel and parents.	
					Additional instructional practices observed	
					22.	
					23.	
					24.	

1 2 3 4 5

Equipment and materials **Comments**

An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and are used in the physical education program:

1. One or more gymnasiums or playrooms, properly lined and marked for elementary school physical education activities.
2. An outdoor physical education area, of at least 100 square feet per pupil, properly lined and marked for elementary school physical education activities; easily accessible, suitably surfaced, enclosed when necessary, graded, drained, free from safety hazards, suitable for community activities.
3. A swimming pool.
4. Locker and shower facilities for both boys and girls.
5. Convenient lavatory, lavoratory and drinking facilities.
6. A supply and equipment room in which equipment and materials are equally accessible to all children. (See Physical Education in the Elementary Program, Pennsylvania Department of Education, 1972)
7. Walls padded for safety in indoor physical education spaces.
8. Equipment for classroom use during free play.
9. Equipment for adapted physical education programs.
10. Professional books in physical education and associated activities for physical education instructors and teachers.

1	2	3	4	5	Equipment and materials	Comments
					Other resource materials	
					11.	
					12.	
					13.	

PHYSICAL EDUCATION AND SAFETY: SUMMARY

1. Describe the aspects of the physical education and safety program which are commendable.

2. Describe the aspects of the physical education and safety program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

PRACTICAL ARTS

Written practical arts programs may not be found in the elementary curriculum. In order to mark this section, the committee may have to look to secondary and middle school guides as well as elementary guides. If there are no written statements concerning practical arts in the elementary curriculum, the committee should consult with classroom teachers and observe classes in order to determine whether any of the following concepts are being developed in other subject areas.

HOME ECONOMICS

Home economics education is concerned with all people of all ages and their roles as family members in a changing society. Elementary home economics programs should include concepts and activities which guide children in the acquisition of communicative and social skills necessary for meaningful living in today's society.

At the upper elementary level home economics programs need to provide experiences which help students to understand their own, their family's and their peers' needs. Activities should also assist students in developing values and in decision-making.

1	2	3	4	5	Content	Comments
					An examination of course guides, units of study and plans indicates that the following concepts are being developed in the home economics program:	
					1. Individuals and families play unique roles in our society.	
					2. Consumer behavior influences, and is influenced by, the market place.	
					3. Values, goals and standards are interrelated forces that influence the decision-making process.	
					4. Understanding the use of available human and material resources helps individuals in attaining goals.	
					5. Choices determine the kind of life people build for themselves.	
					6. The significance of food is related to one's cultural heritage, socio-economic level and emotional and physical environment.	

1	2	3	4	5	Content	Comments
					7. Consumer decisions affect the production, processing and consumption of food.	
					8. Preparation and serving of food requires organization and management, encourages creativity and provides satisfaction.	
					9. The clothes we wear are determined by many factors.	
					10. Experience in creating clothing may bring satisfaction and proficiency.	
					11. Each individual is needed to share in the responsibility of creating a more satisfying home environment.	
					12. Surroundings and furnishings are important and should be considered when choosing a place to live.	
					13. Life in the home may be intimately related to the traditions of the family.	
					Additional local content concepts	
					14.	
					15.	
					16.	

1	2	3	4	5	Instruction	Comments

An analysis of actual classroom practices indicates that the following techniques are among those being used in the home economics program:

1. Children learn various home economics activities through games, actual projects, field trips, role playing and discussion.

2. Children learn about home economics concepts through use of evaluation checklists, studying and discussing pictures, reading and writing stories, hearing resource people, gathering information from government and business sources, viewing films, filmstrips or slides, surveying homeowners and analyzing care studies.

3. There is a home economics resource person who assists classroom teachers in developing home economics activities in conjunction with other subjects.

Additional instructional practices observed

4.

5.

6.

INDUSTRIAL ARTS

Elementary school industrial arts experiences contribute in three principal ways to the educational development of children. Industrial arts experiences provide children with (1) direct contact with a wide variety of material things which broaden their experience base and assist them in dealing with abstract ideas in many areas of the curriculum; (2) increased understanding of how people produce, distribute, consume and dispose of the products and services which technology has made available and (3) awareness of the concept of occupational clusters associated with career development. These experiences are to be drawn from a sociological, philosophical and psychological base that is best described for the elementary-aged child.

1 2 3 4 5

Content

Comments

An examination of course guides, units of study and plans indicates that the following concepts are being developed in the industrial arts program:

1. People throughout the world use tools and materials in various ways to develop productive societies.

2. There is basic specialized terminology relating to the home, community and industry.

3. Industry has a definite place in our society and it affects the ecology.

4. Goods are produced in quantity; mass production affects workers, product costs and the local and national economy.

5. There are choices to be made in design and quality of manufactured products.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the individual arts programs:

1. Children have opportunities to engage in problem-solving activities, using the general discovery method of working with tools and materials.

1	2	3	4	5	Instruction	Comments
					2. There is basic specialized terminology relating to the home, community and industry.	
					3. Children use industrial arts experiences to assist in the acquisition of knowledge and skills found in other areas of study.	
					4. Children learn about a wide range of careers as they relate to themselves, to work roles and to concepts of job clusters through experiences available in industrial arts education.	
					5. There are choices to be made in design and quality of manufactured products.	
					6. In the absence of an industrial arts consultant, classroom teachers conduct industrial arts instruction when the content of other courses or other instructional activities warrant such instruction.	
					7. There is an industrial arts consultant who assists classroom teachers with developing industrial arts experiences in conjunction with other subjects.	
					8. There is an industrial arts resource center to which children can go by class, small group or individually to engage in industrial arts activities under the supervision of an industrial arts consultant or the classroom teacher.	
					9. Effective use is made of the library media center.	

PRACTICAL ARTS: SUMMARY

1. Desc[illegible] the aspects of the practical arts program which are commendable.

2. Describe the aspects of the practical arts program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

6

SCIENCE

"Worthwhile growth can occur only when instruction proceeds to satisfy a purpose that is soundly justified, clearly understood and constructively evaluated... Providing the proper environment is the main focus of a science program concerned with developing the intellectual and psychological factors of students."*

The contemporary science curriculum is definitely process-centered. Process instruction draws on content as a means of highlighting student problem-solving and manipulative activities. Since activity serves as the focus of instruction, content evaluation in this section is limited to the expression of basic conceptual schemes readily adaptable to a variety of content.

1 2 3 4 5 **Content** **Comments**

An examination of course guides, units of study and plans indicates that the following concepts are being sequentially developed:

1. Matter
    a. Matter takes up space and has weight.
    b. Each kind of matter can be identified by its particular characteristics or properties.
    c. Some materials are made up of only one kind of matter and other materials are made up of more than one kind of matter.
    d. Matter exists in various states--solids, liquids and gases.
2. Energy
    a. Energy is the ability to do work.
    b. Energy may exist in various forms--mechanical, heat, electrical, electromagnetic, chemical and nuclear.
    c. Energy can be changed from one form to another.

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*Science for the Seventies, Pennsylvania Department of Education, page 7.

1	2	3	4	5	Content	Comments
					3. Change	
					a. Matter may be converted from one form to another.	
					b. Energy may be converted from one form to another.	
					c. Under certain conditions matter can be converted into energy and energy can be converted into matter.	
					d. When any of the above (c) changes occur, the sum total of matter and energy in the universe remains the same.	
					e. Large numbers of events seem to follow observable and predictable patterns. Single or smaller numbers of events are often unpredictable in living and nonliving systems.	
					4. Interaction	
					a. When a change is caused between two or more kinds of matter, interaction has taken place.	
					b. Living things interact with one another as well as with nonliving things in their environment.	
					c. Because objects and organisms interact they may be related to one another as part of a system.	
					5. Organisms	
					a. An organism is an entire living thing.	
					b. Living things are distinguished from nonliving things by certain basic characteristics or properties.	
					c. All organisms in the natural environment are interrelated to one another as well as to the nonliving aspects of their environment.	
					d. Cells are considered the basic units or building blocks of living things.	

1	2	3	4	5	Content	Comments
					Additional local content concepts	
					6.	
					7.	
					8.	

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the science program:

1. Children measure with metric units to solve problems concerning length, area, volume and weight.
2. Children formulate hypotheses and ask questions of the environment. They use questions to describe, clarify and analyze problems and to provide direction for problem-solving.
3. Children solve problems by gathering information, working independently, using equipment and materials, observing purposefully and drawing appropriate conclusions based on these findings.
4. Children identify examples of scientific hypotheses, theories and laws as evidence that the interpretation of the truth changes as his knowledge increases.

1 | 2 | 3 | 4 | 5 Instruction

Comments

5. Children demonstrate competency in obtaining information by the effective use of textbooks, reference books and the library/media center.

6. Children discriminate between evidence and proof, fact and theory, observation and inference, summation and analysis.

7. Children construct quantitative and qualitative records that can be used as evidence for reaching tentative conclusions.

8. Children pursue problems for study and state the methods for gaining the solutions to these problems.

9. Children demonstrate a desire to learn and a curiosity for the unknown by formulating and performing self-motivated investigations.

10. Children defend a point of view by making use of supporting evidence.

11. Children demonstrate competency in the use of the processes of science by:

    a. observing
    b. classifying
    c. communicating
    d. measuring
    e. inferring
    f. formulating hypotheses
    g. interpreting data
    h. controlling variables
    i. experimenting
    j. making operational definitions
    k. constructing scientific models

Additional instructional practices observed

12.

1	2	3	4	5	Instruction	Comments
					13.	
					14.	
					15.	

Equipment and materials

An examination of school instructional equipment and materials indicates that the items listed below are available in adequate quantity, of high quality, in good repair and used in the science program.

The use of any national science program such as Elementary Science Study, Science As A Process Approach, Science Curriculum Improvement Study, etc. and at least the minimum recommended amount of the accompanying equipment eliminates the necessity of using the following checklists. If there is a total implementation of any of these programs, check the specific one.

ESS ___
SAPA ___
SCIS ___
OTHER ________________________
(Describe)

(Note: ESS recommends at least one instructional kit per classroom and SCIS recommends one life science kit and one physical science kit per two classrooms on the same grade level. If these minimums are not being met or if the program differs otherwise in some large measure from the recommended implementation, list on a separate sheet the areas of difference, their effects on the desired outcomes of the program and the possible recommendations for overcoming any resulting defects.

1 2 3 4 5 **Equipment and materials** **Comments**

The use of any modern text, multi-text or individualized science program that is accompanied by a class kit which supplies materials in enough quantity so that each student is actively involved in exploration and experimentation may also eliminate the necessity of using the checklist below. If there is a total implementation of any of these programs, indicate the names of the text(s) used and the accompanying kit(s).

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____

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Equipment for use by individual students

1. Meter sticks and yardsticks
2. Candles, alcohol burners or similar heating devices
3. Assorted thermometers indoor/outdoor and chemical thermometers
4. Containers for holding various liquids and solids
5. Heat-proof test tubes
6. Dry cells and/or transformer units
7. Lamps and lamp receptacles
8. Assorted electrical wire
9. Magnetic compasses
10. Magnifiers
11. Medicine droppers (dropping pipettes)
12. Test tube clamps
13. Containers for plants
14. Assorted seeds
15.
16.
17.
18.

Equipment for use by groups of two to four students

1. Platform or triple beam balance scale
2. Containers for measuring volume
3. Assorted brushes for cleaning test tubes and other containers

1	2	3	4	5	Equipment and materials	Comments
					4. Switches or pushbuttons	
					5. Assorted magnets of different sizes and shapes	
					6. Simple motors	
					7. Simple microscopes--binocular and/or monocular, slides and cover slips	
					8. Petri dishes	
					9. Prisms	
					10. Assorted mirrors	
					11. Assorted lenses	
					12. Assorted tuning forks	
					13. Assorted pulleys and string	
					14. Assorted corks and rubber stoppers, solid and one-hole	
					15. Collection of rocks and mineral samples	
					16. Test tube holders or racks	
					17. Sponges for cleaning	
					18. Screw, wheel and axle, adjustable inclined plane	
					19. Six-volt batteries	
					20.	
					21.	
					22.	
					23.	
					Equipment for class use or demonstration	
					1. Work space and tables	
					2. Electrical outlets	
					3. Running water	
					4. Simple hand tools (hammer, saw, vise, pliers, screwdriver)	
					5. Animal cage and related support equipment such as water bottle, feed dish, litter, etc.	
					6. Complete aquarium setup and related support equipment such as filter, air pump, gravel, etc.	
					7. Electric hot plates	
					8. Galvanometer	
					9. Microprojection	
					10. Assorted glass tubing	
					11. Assorted rubber and plastic tubing	
					12. Safe common chemicals such as vinegar, sugar, salt, copper chloride, bicarbonate of soda, etc.	
					13. Aneroid barometer	
					14. Mortar and pestle	

1	2	3	4	5	Equipment and materials	Comments
					15. Electric bells or buzzers	
					16. Terrarium	
					17.	
					18.	
					19.	
					20.	

SCIENCE: SUMMARY

1. Describe the aspects of the science program which are commendable.

2. Describe the aspects of the science program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

SOCIAL SCIENCE

The interdisciplinary social science program includes the subject areas of anthropology, economics, geography, history, political science, psychology and sociology. Social science is concerned with knowledge and information of the activities of human beings in the past, at the present time and as these activities may relate to the future. The term social science indicates those areas of experience through which the pupils broaden and add depth to their understanding of the many facets of living in their home, school, community, state, nation, world and the universe. Each program should be well-defined and understood by pupils, teachers, administrators and parents.

1	2	3	4	5	Content	Comments
					An examination of course guides, units of study and plans indicates that the following concepts are being sequentially developed in the social science program:	
					1. Instruction based on valued goals, i.e., the ten goals of basic education, is consistent with the philosophy of a democratic society.	
					2. All cultures share basic universals such as language, technology, social organization, religion and artistic expression.	
					3. Cultures differ in the ways in which they meet basic human needs yet are interdependent.	
					4. Cultures are constantly changing as they borrow from other cultures or as new inventions or discoveries are introduced.	
					5. Differences between people are not as significant as similarities.	
					6. An understanding of a sensitivity to other cultures develops good citizens.	
					7. People are dependent upon each other for economic, psychological and social needs.	
					8. An individual plays three roles in economic life: as a worker, as a consumer and as a citizen.	

1	2	3	4	5	Content	Comments
					9. Work determines our ability to meet our needs and wants.	
					10. People are responsible for many changes in environment and are influenced by an environment.	
					11. Patterns of land use are affected by natural resources, climate, history and values of a society.	
					12. Skills, attitudes and patterns of behavior concerning ecology and conservation will affect the environment and natural resource supply of the future.	
					13. A knowledge of the past is necessary to understand present and future events and institutions.	
					14. Historical events are the results of multiple causes.	
					15. Major contributions in the development of the United States have been made by all racial and ethnic groups and by both women and men.	
					16. The people and resources of Pennsylvania have played and continue to plan an important part in the development of our nation.	
					17. National and state flags, shrines, holidays and other symbols help us to understand and appreciate our heritage.	
					18. Governments are established to regulate society and provide for the welfare of the people.	
					19. Democracy seeks to protect the rights of individuals and minority groups while its actions are based on majority opinions.	
					20. Citizenship in a democracy is dependent upon responsible decision-making and a willingness of the people to become involved in the political process.	

1 2 3 4 5 Content Comments

21. Understanding of the organization and administration of local, state and national government is basic to good citizenship.

22. Moral and spiritual values underlie good citizenship.

23. Many human wants are culturally induced.

24. Children must be given opportunities to develop social interaction techniques such as leadership, followership, responsibility, critical thinking and problem-solving through cooperation, conflict, assimilation and accommodation.

25. The behavior of individuals is governed by commonly accepted rules and laws.

26. People of all nationalities, races, creeds, colors and backgrounds and of both sexes have made valuable contributions to society.

27. The lack of educational opportunities wastes human abilities and deprives society of the contributions which the individual might have made.

Instruction

An analysis of actual classroom practices indicates that the following techniques are among those being used in the social science program:

1. Teachers use curriculum guides, units of study and daily lesson plans to provide direction, but take advantage of their flexibility to practice individual teacher and pupil initiative and creativity.

2. Children's individual needs are met by careful planning and the selection of alternative materials, goals, activities and resources.

1	2	3	4	5	Instruction	Comments
					3. Children are aware of expected outcomes because unit objectives are stated behaviorally.	
					4. Children correctly use the vocabulary which applies to concepts suitable to the social science generalizations being developed.	
					5. Teachers ask open-ended questions and allow for imaginative and diverse responses.	
					6. Children think critically when using social studies materials by systematically acquiring accurate information, examining underlying assumptions and then judging the materials in light of clearly understood criteria.	
					7. Children collect and analyze data.	
					8. Children use efficiently the following library tools in locating relevant information: classification systems, card indexes, vertical file indexes, bibliographies, dictionaries, encyclopedias and atlases.	
					9. Children read, interpret and report information from maps, globes, graphs and charts.	
					10. Children apply and use preliminary procedures and techniques in appropriate situations.	
					11. Children develop perspectives, insights, understandings, values and skills essential to the conduct of affairs in a democratic society.	
					12. Children comprehend controversial issues within their individual scope as their individual maturity develops.	
					13. Children use texts to gain an overview of a unit, to secure facts related to the unit, as a source for picture, graph and map study and as a means of summarizing a unit.	

1 2 3 4 5 Instruction Comments

14. Children plan and arrange displays to emphasize important social science learnings.

15. Children seek the help of library/media personnel to select and obtain appropriate audio-visual, book and nonbook materials.

16. Children learn through personal experience such as field trips, art and research.

17. Children use community resources which enrich the learning experiences.

18. Children work individually and in large and small groups.

19. There is systematic social science curriculum revision.

20. The specific yearly topics for instruction follow a logical, well-developed and organized sequence.

21. Teachers, administrators and supervisors participate in workshops and conferences for curriculum development and improvement.

22. Teachers, administrators and supervisors attend workshops and conferences outside the district to broaden their viewpoint and growth.

Additional instructional practices observed

23.

24.

25.

1	2	3	4	5	Equipment and materials	Comments
					An examination of instructional equipment and materials indicates that the following items are available in adequate quantity, of high quality, in good repair and used in the social science program:	
					1. Trade books relating to social science (none older than five years).	
					2. Supplementary social science textual materials on reading levels of all pupils--several sets per room; usually five or more copies per set.	
					3. Reference books, including sets of encyclopedias on reading levels of the pupils at each grade level (copyright date not more than five years old), one set per each classroom.	
					4. Basic textbooks on reading levels of all pupils in each classroom.	
					5. Periodicals and newspapers of varied viewpoints.	
					6. Social science films, cassettes, slides, film loops, filmstrips, recordings and overhead projection transparencies.	
					7. Social science learning centers in each classroom.	
					8. A well-organized, current resource listing of print and nonbook material, one per building, is located in the library/media center.	
					9. Current listings of community resources and resource persons which are evaluated and distributed to the staff yearly.	
					10. The following primary up-to-date classroom equipment: a. 16-inch readiness globe b. simplified world map c. simplified United States map d. simplified news media	

1 2 3 4 5 Equipment and materials Comments

11. The following intermediate up-to-date equipment:

    a. 16-inch pictorial globe
    b. physical-political world map
    c. physical-political map of each continent
    d. physical-political map of Pennsylvania
    e. plastic raised relief map of the United States
    f. up-to-date standard atlas

12. The following building or district equipment:

    a. miniature planetarium
    b. erasable map of the United States
    c. charts representing common map symbols
    d. maps showing population, rainfall and vegetation
    e. 12-inch raised sculptural relief globe, set of 15, with mobile display cart for glob[illegible]

Additional resource materials

13.

14.

15.

SOCIAL SCIENCES: SUMMARY

1. Describe the aspects of the social sciences program which are commendable.

2. Describe the aspects of the social sciences program which are unsatisfactory. Make specific recommendations in priority order for the improvement of this program.

CONTRIBUTORS

Joan Adams
Francis Alder
Magda Baxezanio
Margaret S. Bitler
Jeanne Boydston
Jeanne Brooker
Joyce M. Bungeroth
Peter J. Cadden
Christopher Campbell
Donald M. Carroll, Jr.
Jo Castaldi
Arthur Castelluccir
Elaine Christman
Merrie Lou Cohen
Richard Constable
Francis Deitrich
Marion Detwiler
Margaret Devine
Richard Donald
Sr. Gloria Donatelli
Bryce R. Donley
J. Thomas Ebbecka
Irvin T. Edgar
Dennis Fair
Marjorie Felton
Latham Fitch
Gerald Fletcher
Elaine Gilvear
Doris T. Gold
Bernice J. Gottschalk
Harry Gray
Florence Grossman
Annette R. Guenther
Mildred Hart
Robert Hendrickson
Jenester Herder
John K. Herr
Kathryn M. Hinkel
Dorothy Hopewell
Mary Jo Hornfeck
Thomas Hughes
Anita Inskip
Marjorie James
Esther Kammerman
Patricia Kautter
Charles Keffer
John L. Kennedy
Ralph Knauf
Nick Kostick
Sr. Mary Paul Krasowski
Carolyn Kratz
Louis Krug
Elizabeth Lindblom
Louisette Logan
William Lombardo
Shirley Lotz
Thomas Mackin
Harold Martin
Donald J. McDermott
Lorma McDonnel
Richard W. McElroy
Marjorie Kay McFarland
Florence McGarry
Sandra McLaughlin
Charles McWilliams
Mary L. Melton
David A. Merenick
Louise Miller
Olive Miller
Lee Moyer
Mark C. Nagy
Luther Natter
Harry Noblitt
Richard Peoples
Robert E. Perz
Barbara Samet
John G. Samuels, Jr.
Robert L. Schell
Jill D. Sellman
Grace L. Shankweiler
William Shannon
Dorothea Smale
Joyce Smedley
Georgia Smith
Mary Jo Steever
Jeanne L. Stickler
Dorothy M. Tomlinson
Domini Virgallito
Claude G. Walls
Jeannette Warner
Hubert Winner
Earl Zimmerman